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ABSTRACT

Asserting that children should be educated to thoughts and visions that extend beyond self-interest to the broader public good, this North Carolina handbook provides guidelines and curricular approaches for implementing successful citizenship and character education programs. The philosophical underpinning of the recommendations is that these programs must encourage the development of a strong partnership involving school, home, and community. The handbook provides curricular connections between citizenship education and English language arts, guidance, healthful living, mathematics, science, social studies, and vocational education. These curricular connections illustrate the opportunities that are available for educators to integrate concepts such as respect for others, respect for law, and attributes of character into a variety of disciplines. The guidebook also contains a directory of organizations that provide citizenship and character education material and a select bibliography of books and articles useful for integrating ethics instruction into curricular areas. (LH)

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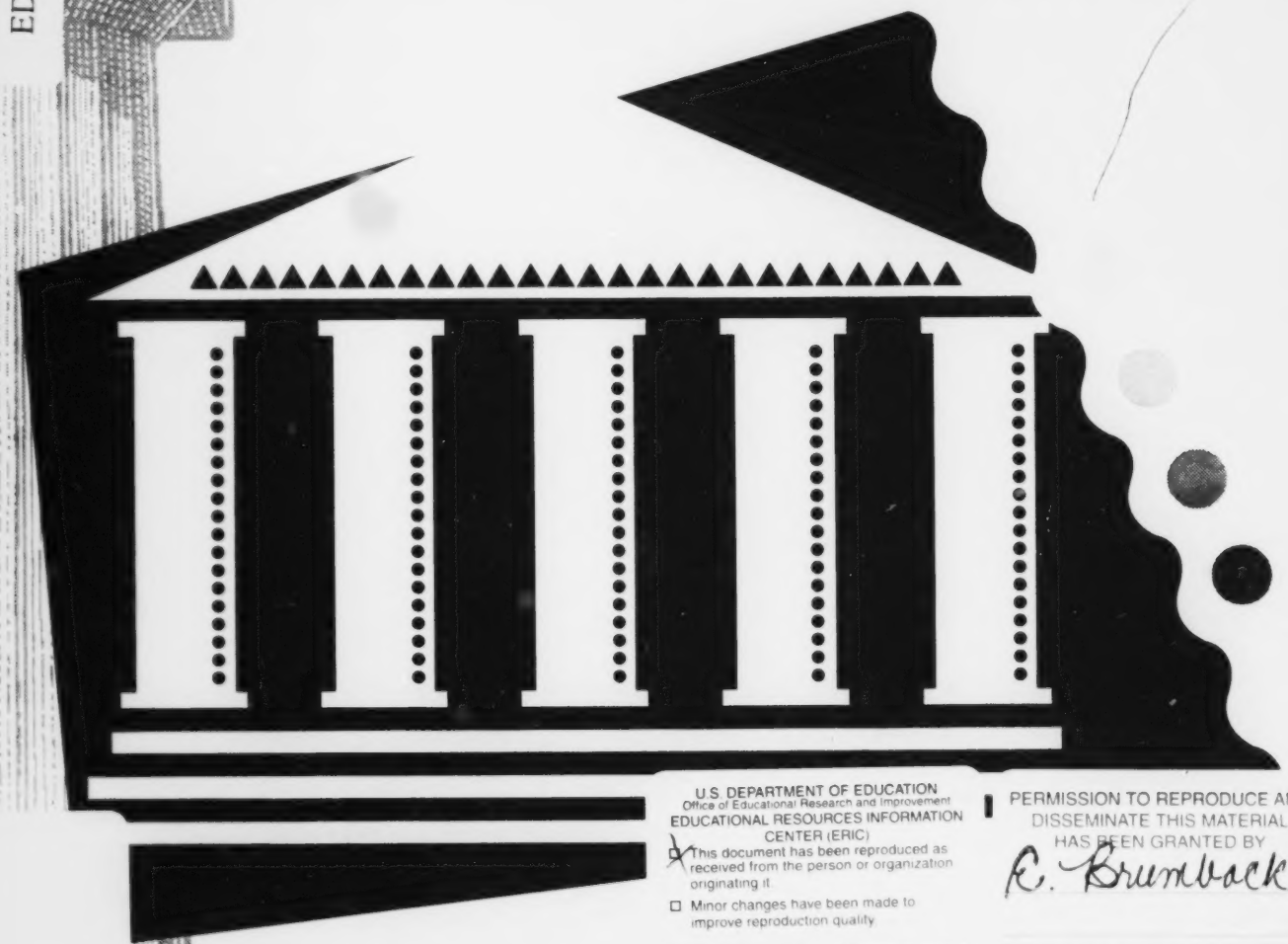

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Building A Foundation For Citizenship

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Ideas for Developing Programs that Prepare Students for Life

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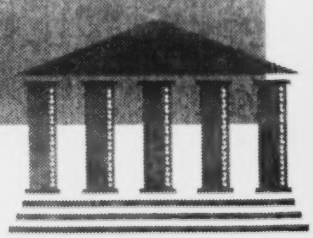

North Carolina Department of Public Instruction • 1995

FOREWORD

In 1993, the North Carolina Department of Public Instruction, through the work of an ethics study group comprised of local and departmental officials, studied ways to improve character and citizenship education in the public schools. More recently, an interdisciplinary team from the Department has collected information on this topic. The work of these two groups has been incorporated into this document.

Character and citizenship education have become increasingly important. If schools are to succeed in other areas, such as high academic achievement for all, and if they are to establish safe and orderly learning environments, schools must first succeed in the development and refinement of programs that promote positive character traits, personal responsibility, and responsible citizenship.

Many school systems are already implementing successful programs in this area. Others are looking for strategies for refining or initiating such programs. The suggestions in this idea book are intended to help policy makers, school personnel and schools design and implement programs in this vital area.

Bob Etheridge

State Superintendent
North Carolina Department of Public Instruction

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INTRODUCTION

Boards of education, school administrators, and teachers are often called upon to make decisions about how to design programs that develop desirable character traits, responsible behavior, and responsible citizenship in students.

These decisions should not be taken lightly. They should be based on an understanding of the needs of students and the limitations of what schools can do to develop character desirable traits and to teach responsible behavior. This document provides guidance to policy makers, administrators, and teachers as they consider the best approaches for working with students in their school.

The recommendations in this handbook are the result of a careful review of professional literature, as well as discussions with school officials, scholars, and community leaders.

The findings and recommendations are based on the belief that the most successful citizenship and character education programs are an outgrowth of a strong partnership involving school, home, and community. Also, they are usually multifaceted, having clearly defined intellectual, affective, and behavioral dimensions.

RATIONALE

A free society cannot survive unless the values upon which it is grounded are fully comprehended and practiced by each succeeding generation.

Benjamin Franklin

There is a general concern in society about the alarming increase in the incidence of disobedience, surliness, confrontational and disruptive behavior, and violent acts. This unruly and sometimes violent behavior has had a major impact on the environment in public schools throughout North Carolina and the nation.

During the nineteenth century, Alexis de Tocqueville visited this new nation to study the working of democracy. When he later wrote a reflective essay on his American visit, de Tocqueville said that, "America is great because Americans are good. If Americans cease to be good, America will cease to be great."

As America approaches the threshold of the twenty-first century, it is proper to assess and evaluate America's goodness quotient. Through such an appraisal, it is evident that there is concern about the ethical/moral illiteracy in our population. North Carolina and the nation must now reflect upon de Tocqueville's two-century-old caution by asking questions about our future greatness. A nation's potential for growth or decline rests on ethical and moral principles as much as it does on economic or military might.

Society recognizes the role of the family in developing the values and morals of children. Given the concerns in today's society, this role needs to be enhanced. Education for responsible citizenship, character development, and personal responsibility is a shared responsibility among the family, the church, the school, and the community at large. There is a great deal of truth in the African proverb that it takes the entire village to raise a child.

Children should be educated to thoughts and visions that extend beyond self-interest to the broader public good. Before schools decide to educate children in citizenship and character, the following questions must be addressed:

- What is the role of civic and character education in the schools in this community?
- What is being done now?
- What should be done to meet the needs of this community?

FIRST AMENDMENT GUIDELINES

First Amendment concerns must be addressed by the school system/school when preparing a citizenship/character education program. This excerpt, adapted from *Finding Common Ground —A First Amendment Guide to Religion and Public Education,* states the following:

"When schools and communities adopt citizenship/character education programs, they must keep in mind that the moral life of a great many Americans is shaped by deep religious conviction. Both the approach to citizenship/character education and the classroom materials used should be selected in close consultation with parents representing a broad range of perspectives. When care is taken to find consensus, communities are able to agree on the core values they wish taught in the schools and how they wish it to be done.

The civic and moral values widely held in our society, such as honesty, caring, fairness, and integrity, can be taught without invoking religious authority. In public schools, where teachers may neither promote nor denigrate religion, these values must be taught without religious indoctrination. At the same time, teaching core values may not be done in such a way as to suggest that religious authority is unnecessary or unimportant. Nothing in a school's approach to citizenship/character education should undermine the religious conviction of parents and students.

Sound citizenship/character education programs will acknowledge that many people look to religious authority and revelation for moral guidance. Such programs will affirm the value of religious and philosophical commitments and avoid any suggestion that values are simply a matter of individual choice without reference to absolute truth. Students will be encouraged to consult their parents and religious leaders for a fuller understanding of how their tradition addresses moral questions.

Citizenship/character education can be hollow and misleading when taught within a curriculum that is silent about religion. When religion is largely ignored, students get the false and dangerous message that religious ideas and practices are insignificant for human experience. A complete education must of necessity include study about religion, where appropriate, throughout the curriculum. Religion and religious perspectives are taken seriously in the curriculum if students are exposed to the great ethical systems of world history and to America's rich and diverse religious heritage. Mentioning religion is not enough. Students need to explore the place of religion in history, literature, art, and music if they are to understand the ultimate beliefs and world views that provide the deepest and strongest sources of human meaning for much of humanity."

GUIDELINES FOR IMPLEMENTING CITIZENSHIP AND CHARACTER EDUCATION PROGRAMS

School officials at the local level are ultimately responsible for decisions about implementing or refining programs that develop positive character traits and responsible citizenship. The guidelines in this section may be used as a checklist when planning new programs or refining established programs.

DECISION GUIDELINES

Educators charged with the responsibility of decision-making should carefully weigh the implications of their decisions. If your school system or school decides to examine the merits of starting or refining a citizenship or character education program, the following steps are suggested:

- Establish a committee with representation from the entire school community, i.e., teachers, parents, community leaders.
- Receive input from all interested groups in the community.
- Consider all pros and cons of implementing a character or citzenship education program.
- Make a decision to recommend or not to recommend a program to administration/board.

PROGRAM PLANNING GUIDELINES

If your committee decides to begin a program, the following suggested steps are recommended:

- Establish an implementation (working) committee reflecting the desired partnership of parents, teachers, and community leaders.
- Establish a procedure for determining which approach or combination of approaches to use in your school/schools.
- Evaluate and adopt existing successful programs or develop a local program for implementation.
- Get approval from superintendent and board for implementation.
- Begin in-service training of personnel on this program.
- Conduct a program review after an appropriate time interval.
- Revise plans as needed.

PROGRAM IMPLEMENTATION GUIDELINES

After deciding to implement a program that focuses on the development of character traits and responsible behavior, instructional materials must be identified to support the focus of the chosen program. Careful consideration should be given to decisions about **instructional materials, curriculum connections, and staff development** for teachers and principals.

INSTRUCTIONAL MATERIALS

In recent years, a variety of instructional materials for character education and for teaching personal responsibility or responsible citizenship have appeared on the market. Instructional materials should be carefully selected with the following questions in mind:

- Do the materials support the program goals established by the community and adopted by the local board of education?
- Are the materials age appropriate and based on sound learning theory?
- Do the materials meet the needs of all types of students, including those who already demonstrate the desired traits and skills?
- Do the materials stand alone, or should they be used with instructional resources already in use?
- Do the materials support the objectives of the *North Carolina Standard Course of Study*?
- Are the materials free of cultural and gender bias?
- Do the materials follow the principle of religious neutrality?
- Are the materials reasonably priced? (Both the initial expenditures as well as the continuing expense of consumable or replacement materials should be considered.)
- Will the materials require periodic updates?
- How much instructional time will be needed to get the most from the investment?
- Do the materials have a proven track record?

CURRICULUM CONNECTIONS, INSTRUCTIONAL TIME, AND GRADE LEVEL FOCUS

The following questions will help school officials decide what they already do well; what should be added; and how to connect education for character, responsible citizenship, and personal responsibility to the *North Carolina Standard Course of Study*.

Existing Programs

- Who has the major responsibility for teaching character traits, personal responsibility, or responsible citizenship?
- How much staff development did all personnel receive before implementing the program?
- What is the focus of the program at each grade level, grade span, or course?
- How much planning or time is required to implement the program effectively?
- Are character education, personal responsibility, and responsible citizenship taught as separate components of the instructional program?
- Are character education, personal responsibility, and responsible citizenship integrated with all subjects or with selected subjects?
- How are student needs assessed and used to determine program focus?
- What is the program focus for the elementary, middle, and high school levels?
- How are parents/guardians and community groups involved?
- How is the program's impact documented and evaluated?

New Programs

- Who will have the major responsibility for teaching character traits, personal responsibility, or responsible citizenship?
- What will be the program focus for each grade level, grade span, or course?
- How much staff development will all personnel need before implementing the program?
- How much instructional time will be needed for the program to have maximum impact?
- Will character education, personal responsibility, and responsible citizenship be taught as a separate component of the instructional program?
- Will character education, personal responsibility, and responsible citizenship be integrated with all subjects or with selected subjects?
- How will parents/guardians and community groups be involved?
- How will the program's impact be documented and evaluated?

Staff Development

The following questions will guide school officials as they make decisions about how school personnel should be prepared to implement the program.

- Who should receive training before implementing the program?
- Should outside consultants be contracted to provide training for all personnel?
- Can quality staff development be delivered using a training of trainers model?
- Which components are needed in the staff development plan?
    - Theory
    - Concepts, attributes and skills
    - Pedagogy
    - First Amendment guidelines
    - Working with parents/guardians and the community
- How much time will be needed for staff development?
- How much will it cost to provide staff development for all who need it?
- When will training take place and on what timeline?

RESPONSIBILITIES OF SCHOOL PERSONNEL

Fundamental moral values. School personnel must foster in students an understanding of the moral values that form the foundation of American society. American heritage and laws reflect a common core of personal and social morality. Moral people affirm the worth and dignity of others in their attitudes and actions. They take responsibility for their decisions and for the consequences of those decisions. Moral people have a capacity for self-evaluation, and they are willing to admit errors and alter views. Morally-committed people hold and express their own moral convictions and beliefs and respect the diverse views of other individuals and groups.

Respect for differences. Respect for differences is intrinsic to the healthy development of a heterogeneous society. In a free society all persons and groups are to be treated equitably, regardless of ethnic, racial, or religious differences. Latitude for genuine disagreement on moral issues and appreciation of individual and group differences are part of the American heritage and are important for contemporary society. Adherence to lawful means for settling disputes is morally required in our society.

Significance of religion. The significance of religion in shaping moral and ethical precepts appeared early in American history when the writers of the Declaration of Independence affirmed that "all men are created equal" and "are endowed by their Creator with certain unalienable rights...." No single system of religion or morality may be prescribed by government; however, school personnel should assist students to:

(1) recognize the sources of morality in history, law, and experience; and

(2) appreciate the significant contributions of religion, including respect for the sacredness of human life and belief in freedom of worship. This rich and diverse heritage affirms in many ways that human beings are moral persons responsible for their decisions and behavior, and that they are obliged to concern themselves about the well-being of other persons and to respect living creatures and the physical environment.

Search for truth. Telling the truth and expecting to be told the truth are essential to the development of (1) personal self-esteem and basic friendships, and (2) genuine understanding of our society, its history, and the democratic process. A commitment to telling the truth embraces the conscientious pursuit and scrutiny of evidence. Students must learn to respect the processes involved in the search for truth. They should learn to identify and assess facts, distinguish substantial from insubstantial evidence, separate the process of searching for truth from the acceptance of propaganda, and examine in a constructive and unbiased manner controversial subjects, such as politics, ethics, and religion. School personnel should assist students to develop their abilities to communicate effectively as they accumulate knowledge and reach conclusions.

Open discussion. Discussion in the classroom on questions of values and morality is fundamental to the search for truth. This approach is premised on a consideration of the American experience as seen in tradition and law. Open discussion requires scrutiny of possible options; it promotes decision making and problem solving. Students learn that they are responsible for their choices, the consequences of their choices, and their influence on other persons. School personnel should ensure that students have opportunities to inquire, to question, and to exchange ideas. The teacher should provide opportunities for students to try to understand conflicting points of view, to deliberate, and to develop sensitivity to persons who hold contrary views.

Open discussion is central to instruction on values and morality; it is contrary to indoctrination. Indoctrination is an act or process wherein students are told what to think or believe. To indoctrinate is to dictate; it is to promote a special viewpoint and to refuse genuinely to consider other possible options. To dictate is to dismiss opposing views or values without scrutiny and without consideration of possible beneficial aspects of the views or values dismissed. Statements made without regard to facts or made merely to vindicate personal prejudice must be rejected as alien to the educational process.

Justice. Fairness in dealing with others is a hallmark of our society. It is premised on a proper regard for oneself and others. The struggle to attain justice is found in American history, particularly in the development of American law. Students should realize that attempts to deal justly with other individuals and groups must be enlightened by (1) one's own sense of self; (2) empathy, a developing capacity to understand cause and effect and the lessons of history; (3) correct judgment as to right and wrong actions; and (4) the ability to deal critically with one's own motives. Justice, which requires constant attention to the preceding considerations, may be only approximated. Nonetheless, one owes to oneself and to others the obligation to engage in a constant effort to see that justice is attained. Treating the members of one's family, one's friends, and other persons with fairness in everyday relationships encourages the development of a just attitude in all human affairs.

Patriotism. Love of country and loyalty to its purposes are premised on the worth and dignity of persons who give their love and loyalty freely. Students should understand the origins of the nation, the principles of the Declaration of Independence, and the ideas and hopes of the Founding Fathers. They should develop a respect for the fundamental law of the land, together with a concern for the just enforcement and improvement of the law. The public school should foster informed and dedicated concern for America and its ideals; it should also encourage an understanding of other nations and other approaches to government throughout history and at the present time. As our forefathers did, we must show a "decent respect for the opinions of mankind."

Self-esteem. School personnel should provide an environment that enhances a student's self-esteem. Valuing oneself is a prerequisite for making moral decisions and for respecting others. Students are responsible for their own judgments and should be encouraged to express their own views and to respond respectfully to the views of others. Self-esteem and esteem for others are based on the intrinsic worth and dignity of individuals, not on academic ability or physical prowess.

Integrity. School personnel should encourage students to live and speak with integrity, that is, to be trustworthy. To foster integrity is to help build character, to assist students to be honest with themselves, to promote a wholeness unimpaired by self-deceit, and to encourage the development of reliability in relations with others. To be trustworthy is to be true to the trust placed in one. Trustworthy people are expected to fulfill their promises. Such people attempt to express themselves honestly. Informed and sincere expressions should be expected, whether they come from teachers or students. To act otherwise is to encourage lying, apathy, and resentment, none of which promotes education or personal integrity.

Empathy. The golden rule, a rule stating that we should do to others as we would have others do to us, is an ancient maxim shared by many peoples. This simple rule must be paramount in one's dealings with others. For example, school personnel should demonstrate in their lives a capacity to empathize with students; students, likewise, must seek to understand others and to empathize with them. One who wishes to be heard must be one who listens; one who wishes to be treated with dignity and respect must treat others with dignity and respect.

Exemplary conduct. The attitudes and values of students are shaped by adults who they emulate and by school personnel who they respect. The attitudes and conduct of all school personnel are daily lessons in morality, not the least of which is fairness in dealing with antisocial behavior. Good schools are interested in and concerned for students. They are enthusiastic about the subject or subjects they teach, and they present what they know honestly and openly. Everyone encourages students to do their best and allows for shortcomings. In evaluating the work and activities of students, good teachers use fair standards. They discipline evenhandedly, and they reject poor sportsmanship and cheating. All of these attitudes and actions on the part of the school are eloquent lessons in morality worthy of emulation.

Moral interaction and ethical reflection in the classroom. Free discussion of values and situations involving morality is but one part of instruction that fosters moral interaction and ethical reflection. The total environment of the classroom should be conducive to the promotion of learning and the fostering of the student's self-esteem, integrity, and respect for other persons and their property. Important components of this classroom environment are the teacher's attitude and manner of acting, classroom decorum, and the basic rules that guide students' interactions and protect students against harm.

Moral interaction and ethical reflection throughout the school. The entire school should offer an environment that fosters moral and ethical interactions among students and adults. All staff members are important in the establishment and maintenance of an environment that is conducive to moral development. Precisely those situations in a school day that can present demoralizing and depersonalizing experiences for students must be recognized as critical opportunities to encourage moral development and responsibility. School personnel should deal firmly and justly with a student who imposes a demoralizing, depersonalizing, dangerous, or fear-provoking situation on another student. Nevertheless, an administrator or teacher who admonishes or punishes a student must be fair to the student. A counselor who advises a student should demonstrate an interest in and respect for the student. A secretary who treats a student with disrespect fails to carry out a moral responsibility. The ridicule of students or their views is detrimental to moral interaction. Sarcasm, prejudiced statements, and discrimination are indefensible.

Respect for the family and other groups. School personnel have the responsibility of helping students to recognize the values and moral issues underlying American society. The family and various community groups are basic units in society; they are fundamental sources of values. In a family, as in other community groups, persons should have an opportunity to test their ideas and to recognize limitations placed on their actions, in a context of concern and expectation. The family unit offers a foundation for self-esteem, trust, comfort, and affirmation of individual worth. School personnel should realize, however, that vast differences exist within and among the basic units of society. These differences are rooted in religious, cultural, ethnic, and racial traditions and in social and economic conditions.

Respect for property. In America, respect for property, including public property, is rooted in the recognition of the worth and dignity of persons, their right to their possessions, and their common interests as citizens. Morally, to injure a person or damage his or her property is to become responsible for injury or damage. Legally, one may become liable to compensate for the injury or the damage. Similarly, one is responsible in regard to property held in common, such as schools, parks, lakes, and forests. All citizens must seek to maintain an environment that is conducive to the common mental and physical well-being of the citizens.

Reliability. School personnel should help students realize that the moral and legal fabric of our society depends on one's willingness to tell the truth to avoid misrepresentation. Students should be made aware of the need to evaluate sources of information and to be visually literate for all forms of media. Students should also be helped to realize that the act of fulfilling one's promises assures others of one's trustworthiness and reliability, and that this reliability forms the basis for contractual obligations in our society.

Respect for law. In America, it is morally and legally incumbent on all to live under the law. School personnel should make clear to students that disagreements that lead to unlawful conflict will be resolved by authoritative action. Students should be assisted to realize that the criminal law reflects moral judgments about standards of conduct held to be enforceable by society and that actions in violation of this law may be punished. Laws should be obeyed until they are changed by lawful means.

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CURRICULAR APPROACHES

There are many approaches to teaching character traits, personal responsibility, and responsible citizenship. A single approach may not meet the needs of all students. Techniques designed to improve the school climate and the policies of the school are often just as effective as many of the curricular approaches. Some of the more direct approaches, such as character education and teaching responsible behavior, seem better for younger students. Programs for younger children should focus on concepts and attributes that are non-controversial and that are supported by all segments of the community. Political and social issues that are sometimes controversial and divisive should be used only with older students.

Character Education

Approaches to character education vary. Some approaches have students confront real problems related to the social organization of the school. Students discuss group problems and develop norms in areas such as stealing and absenteeism. Through a process of collective deliberation, students and teachers propose and agree on norms for behavior. The group then enforces compliance.

Other approaches to character education rely on the use of packaged curricula, consisting of posters and sets of stories that illustrate traits such as honesty, kindness, and generosity. Adults discuss stories with the students and make them aware of the relevance of the traits in their lives.

A popular approach is to select a set of character words and activities, to be taught on a schedule such as one word per week. These traits are incorporated into each class and lesson whenever possible. These same traits are also emphasized in other aspects of school life.

There are encouraging data from research on school climate as a component of character education in typical school settings. Several studies have shown common characteristic of schools that seem to have an impact on student character. These include respecting other students, encouraging student participation in the life of the school, expecting students to behave responsibly, and giving them the opportunity to do so (Boesel 1978, Coleman et al. 1981, Minuchin et al. 1969, Rutter et al. 1979). This approach can be used K-12 although the level of complexity of problems discussed will vary according to age and maturity of students.

This approach often causes students to modify anti-social behavior because it relies heavily on strong peer pressure within a democratic context.

Most of the positive changes achieved during the first years of these programs are anecdotal. Supporters assert that the programs reduced alcohol and drug abuse, encouraged school attendance, and discouraged vandalism, but these claims are supported entirely by testimonials.

School Climate

Learning success in all curricular areas is dependent upon a school climate conducive to teaching/learning. Conversely, successful citizenship and character education programs lead to improved school climate.

In creating an effective school climate, a comprehensive approach including four major components is utilized. The four components are:

- the personal characteristics of students and staff,
- school's physical environment,
- school's social environment, and the
- school's cultural environment.

- The **personal characteristics of students and staff** include the ethnic and cultural backgrounds, health concerns, and life experiences that students, teachers, administrators, and other school personnel bring to the school. These characteristics reflect the social and economic conditions of the community and affect the school's physical, social, and cultural environments.

- The school's **physical environment** includes the security practices, school's location, appearance, maintenance of the grounds, buildings, and classrooms that create the overall physical environment.

- It is within the school's **social environment** that the dynamics of the interpersonal relationships among students, teachers, administrators, and parents/guardians are formed.

- The school's **cultural environment** includes the implicit assumptions, expectations, and knowledge that students, parents/guardians, and staff have about how the school should function and how individuals in the school should act. It also include the formal and informal rules, norms, beliefs, and values that govern the day-to-day behaviors of students, staff, and administrators.

These components are used in examining how they interact and affect the overall **safety** of the school campus. The distinctive tone or character of the school is taken into consideration.

The impact of using a comprehensive approach in looking at a school's climate is that all components of safe and effective schools are included and can be correlated.

This approach to school climate is based on the belief that all students enrolled in public schools have the right to attend campuses which are safe and secure. All develop a comprehensive plan for school safety, discipline, and attendance, including a planned sequence of strategies and activities appropriate for all students.

Note: The California State Department of Education, School Climate and Student Support Services Unit and the California Office of the Attorney General, Crime Prevention Center completed extensive research for the Safe Schools Planning Guide from which this information was taken.

Literature-Based Programs

Quality literature programs can provide the foundation for students to learn to appreciate their culture, respect the culture of others, and become conscientious citizens. Schools that are reading-centered encourage students to develop a love of reading and of sharing ideas. It is through this sharing of ideas that schools can help students to reflect and examine their ideas and the ideas of others.

As a school considers establishing or strengthening an existing literature program, it is important to set specific goals for the program. It may be helpful to establish a committee made up of teachers, parents, administrators, and/or other persons. This committee might be responsible for developing suggestions for choosing literature for each grade level to avoid having students read the same books and stories each year. The suggested list should include materials that reflect various perspectives, the text and illustrations of the selected materials should be free of gender and cultural bias, both classical and contemporary selections should be included, and most importantly, the materials selected should be appropriate and enjoyable for children.

Good reading instruction allows students to grow personally as well as academically. Literature selections that place emphasis upon attributes such as courage, loyalty, justice, respect, hope, and love are central to developing qualities needed for citizenship. Discourse with student about reading should apply the actions of the characters to the lives of the students. They should be encouraged to carefully examine the actions of the characters in terms of good and bad consequences. The questions posed should raise societal issues and encourage students to view problems and life situations from the perspectives of all who are affected.

Many schools are making literature central to character and citizenship education programs. Since reading is an essential component of the basic instructional program, this area of the curriculum is a natural place to integrate character and citizenship education.

Most of the data on the success of using literature to foster the development of character traits and capacities needed for citizenship are anecdotal. However, there is a consensus that literature programs using proper pedagogy have a significant impact on student behavior.

This approach is appropriate for system-wide programs for Pre-K through 12.

Civic Education

The goal of civic education is informed, responsible, participating citizens who are committed to the fundamental values and principles of constitutional democracy in the United States. Effective citizenship is dependent upon the mastery of knowledge of United States government and the principles upon which it is founded. The mastery of intellectual and participatory skills are necessary for active political life. In addition, students must develop character traits and predispositions that lead to responsible behavior in both public and private life.

Principles such as consent of the governed, limited government, rule of law, and the protection of individual rights are the focus of civic education.

Civic education also emphasizes intellectual skills and participatory skills needed for informed intelligent voting, debating public policy, monitoring the activities of public officials, and providing effective leadership.

Traits such as individual responsibility, self-discipline, civility, respect for others, open-mindedness, compassion, and patriotism are developed in effective civic education programs.

National assessments in citizenship education administered in 1976 and again in the mid-1980's indicate a need for improved understanding and skills in this area. Numerous tests and surveys, measuring student and public understanding of constitutional democracy, were administered as a part of the bicentennial celebration of the United States Constitution. Results indicate considerable room for improvement in understanding and skills in this area. Polling data on voter participation and a general indifference toward or discontent with government and public life are indicators of needs in this area.

Higher voter turn out, more active involvement by citizens in all aspects of government and politics, and more responsible behavior by individual citizens should result from effective civic education programs. Individual citizens should feel more connected with their government and more responsible for public life if programs are effectively implemented kindergarten through adulthood.

Law-Related Education

Education for citizenship in a democratic society is the primary goal of law-related education. The law occupies a prominent place in United States society. All citizens need to know how the legal and political systems function, how the law affects them, and how they can affect the law. Through law-related studies, using a variety of activities, students can be introduced to standards of conduct which are accepted by most members of society. Law-related studies also make students aware of issues and problems confronting the legal system.

Practical aspects of constitutional, criminal, civil, and administrative law are the primary focus of law-related education. Intellectual skills and civic participation skills are developed as students are involved in a variety of interactive, participatory, learning strategies. In the elementary years, law-related studies may be infused into the curriculum by introducing students to age appropriate examples of concepts such as authority, justice, and responsibility. In the middle and high school years, students study more practical aspects of the law in special units or courses. Special observances such as "Law Day" and "Constitution Week" may be used to emphasize some legal principle or aspect of the legal system.

The Center for Action Research and The Social Science Education Consortium in Boulder, Colorado, concludes in an extensive study of law-related education that it has the potential for reducing incidents of delinquent behavior. The study also concludes that active learning strategies involving the use of community resources, and field experiences have the most lasting impact on students.

Other studies have shown that low achievers seem to do well in law-related activities. These students are usually motivated to study about the law because it focuses on human interaction and conflict.

Instruction about the law has the potential for influencing attitudes by requiring students to critically examine how they and others feel about a variety of legal problems and issues. If effectively implemented, law-related education programs should result in reductions in anti-social behavior, juvenile delinquency, and violent behavior.

Effective implementation of such programs should also result in wider uses of community resources and the establishment of community linkages.

This approach is appropriate kindergarten through adulthood.

Service Learning

Service learning combines community service with activities that lead to the mastery of intellectual and social skills needed for effective citizenship and employment. Students participate in carefully planned service experiences that actually meet community needs and apply and reinforce important academic and social skills from the curriculum. The curriculum connection is what distinguishes service learning from volunteerism and community service.

Service learning contributes to the development of an array of personal, social, intellectual, citizenship, and work preparedness capacities. Among these are the development of constructive values, beliefs, and attitudes. Service learning is a natural curriculum integrator because most service projects require skills and understandings from several disciplines.

Students involved in service learning are engaged in activities ranging from tutoring young children in academic skills to monitoring water quality in streams and lakes for local governments. In addition to the service activity, students are involved in preparatory and follow-up activities that introduce and reinforce competencies from the *Standard Course of Study*. Students may become involved in service learning projects as extracurricular activities, as special units of study, or as elective courses. Students engaged in the service learning projects learn to work well in groups and are usually required to interact with a cross section of people from the community.

Research on service learning is limited. However, a review of qualitative research in 1991 indicated that service learning contributes very positively to personal, social, and academic development. It is also clear that service learning is beneficial for elementary, middle, and high school students. Research on social, emotional, and intellectual development makes it clear that the focus of service learning experiences should be carefully differentiated for elementary, middle, and high school students.

Graduates with service learning experiences are more likely to accept the concept of the common good and to volunteer in their communities as adults. They should also be keenly aware of many of the needs of people in the communities where they reside.

Service learning is appropriate for elementary students and young adults.

Teaching About Religion

Most people believe that it is the proper task of parents and their religious community to instill religious beliefs and values in children. While it is not the task of public education to change, challenge, promote, or denigrate the religious beliefs of students, it is the task of public education to inform students about the role of various religions in history and culture.

The school's approach to religion is academic, not devotional. The school may strive for student awareness of religions, but should not press for student acceptance of any one religion. The school may inform the student about various beliefs, but should not seek to conform him/her to any particular belief.

According to a Gallup Poll study, an overwhelming margin of the American people favor having the public schools offer a variety of religious studies. These include elective Bible study courses, use of the Bible in literature, history, and social studies classes, and comparative religion courses.

This approach will increase the awareness level of students about various religions and will provide a link with common values promoted by most religions. It will facilitate a broader understanding and appreciation for diversity in the United States and other societies.

Teaching about religion is appropriate for kindergarten through grade 12, although the complexity of topics discussed will vary according to age and maturity of students.

Teaching Personal Responsibility

Developing responsible student behavior can be approached through implementation of strategies targeted to enhance the overall resiliency of students. This approach is connected to the field of substance abuse prevention (and other high risk behavior prevention) and is commonly referred to as strengthening protective factors in students to reduce their vulnerability to a host of at-risk behaviors (substance use, delinquency, dropping out of school, early sexual activity). The profile of the resilient child includes the following criteria:

- **social competence**-the ability to demonstrate a sense of humor, empathy and caring, good communication skills and flexibility within the context of social interaction.
- **problem-solving skills**-the ability to generate alternative solutions, plan well, negotiate demands, produce change, and use critical thinking skills.
- **independence**-the ability to demonstrate a strong sense of independence and identity, a sense of power and internal locus of control.
- **sense of purpose and future**-the ability to maintain healthy expectations, persistence and hardiness, goal-direction with educational and career expectations, resistance to "learned helplessness" and ability to delay immediate gratification, belief in a bright future and coherenceand meaningfulness.

(Adapted from *Fostering Resiliency in Kids:* Bonnie Bernard, August, 1991)

The protective factors identified which enhance resiliency in the classroom and the larger school setting can be defined in the following manner:

Protective Factor	Evidence Within The School
• Caring and Support	Staff are nurturing, positive role models; leadership is creative, supportive, and dedicated to the school's mission; climate is orderly without being rigid, quiet without being oppressive, warm and responsive; staff and peers offer support and mentoring.
• High Expectations	High expectations for all students and staff; mission is to assure maximum mastery of basic skills by all students; avoids negative labeling and tracking; intellectual development is emphasized; frequent monitoring of student progress.

Protective Factor	Evidence Within The School
• Opportunities for Participation	More time on task; individualized instruction; culturally diverse curriculum content; variety of experiences to discover each child's talents; students participate in meaningful activities; student contributions are valued. Parent and community involvement are encouraged and utilized in direct instruction; recognition of student progress and communicating expectations.

(Adapted from *Developing Positive Self-Images and Discipline in Black Children: Jawanza* Kunjufu, Africa-American Images, 1984)

The approach described above is grounded in a growing body of research that attempts to investigate the phenomena of conditions and characteristics which reduce the vulnerability of children to a variety of at-risk situations. Combined with risk reduction strategies, this approach becomes a comprehensive, multidisciplinary prevention approach.

It is hypothesized that strengthening protective factors will increase school bonding and promote the kind of prosocial activity implied in the rhetoric of "all children can learn." However, since this approach is relatively new, few empirical data from controlled studies of resiliency practices are available.

These principles work well at all levels, K-12.

(The extensive bibliography for this research is warehoused in the Southeast Regional Center for Drug Free Schools and Communities in Louisville, KY and in the Center for Substance Abuse Prevention in Washington, DC.)

Curriculum Connections

This section includes examples of the most obvious curriculum connections for English Language Arts, Guidance, Healthful Living, Math, Science and Technology, Social Studies, and Vocational and Technical Education. The examples shown clearly illustrate opportunities to integrate around concepts such as respect for others, respect for law, and attributes of character.

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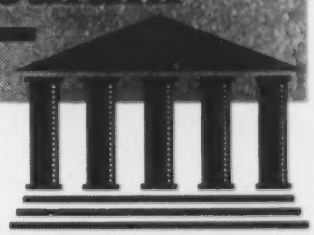
English Language Arts Curriculum



Building A Foundation

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ENGLISH LANGUAGE ARTS CURRICULUM

In the K-12 English language arts curriculum, students have many opportunities to build and strengthen citizenship skills. These opportunities begin as students participate as members of a community of learners in cooperative learning, helping circles/conferences, inquiry project groups, and the direct study of examples of character and ethics in literature. The language skills of the K-12 curriculum provide verbal and written communication as a vehicle to affirm and support the development of character and American ethics.

The English language arts teacher may provide additional learning experiences in character and citizenship. Teachers may create thematic units using elements of citizenship as the underlying message. They may work individually or in collaboration with other teachers (social studies, science, mathematics, arts, healthful living, etc.), the school guidance counselor, and outside agencies to develop units across curriculum areas. The English language arts teacher may use a novel as the springboard for the involvement of other curricula areas. For example, middle school teachers may use *Mrs. Frisby and the Rats of NIMH*, which deals with ethical issues as they relate to other content areas.

The K-12 English language arts curriculum has the same four goals and objectives at each grade level. Classroom activities and materials will vary according to the grade level. Embedded in the goals, objectives, focus areas, and implications for learning under each objective are many opportunities to address citizenship. The following is a listing of the goals which are directly related to character traits and responsible citizenship:

COMPETENCY GOAL 1 — The learner will use strategies and processes that enhance control of communication skills development.

The purposes of Goal 1 are to teach students to be aware of the effectiveness and appropriateness (or ineffectiveness and inappropriateness) of their language communication, to know how to evaluate the effectiveness of their communication, and to learn strategies to improve their communication. Often ethical issues arise because of either poor communication or incorrect presentation and/or interpretation of communicated information. This goal teaches students to take responsibility for improving their own communication skills, for recognizing communication problems, and for engaging in self-reflection.

COMPETENCY GOAL 2 — The learner will use language for the acquisition, interpretation, and application of information.

The purposes of Goal 2 are to learn to use language to get additional information, interpret that information, and apply that information to new situations and ethical issues. Poor choices in decision making often result from a lack of information. If students know how to "find the facts," have a chance to analyze the implications of those facts, and question the applicability of those facts to situations relevant to their lives, they are more likely to make appropriate decisions and choices. Goal 2 shows students the power of knowing facts and using reasoning tools to help solve problems and act in a responsible manner.

COMPETENCY GOAL 3 — The learner will use language for critical analysis and evaluation.

The purposes of Goal 3 are to teach students to analyze information and situations (rather than acting on emotions and partial information) and to evaluate information and situations by using appropriate criteria. If students are taught to evaluate information in light of the source, the purpose and audience for which the information was created, and the motivations of the communicator, they can practice suspending judgment and action until they have adequate information. Often students jump to conclusions, make decisions, and choose a course of action without careful consideration of an alternative to or the consequences of a particular action or decision. Even such a simple strategy as generating a "pro" and "con" list and comparing alternatives can make a difference in the ways students make judgments and solve problems.

COMPETENCY GOAL 4 — The learner will use language for aesthetic and personal response.

The purpose of Goal 4 is to teach students how to express their feelings in positive ways through language. Through studying people like and unlike themselves in literature and expressing their feelings and reactions to literature and real-life situations verbally and in writing, students can discover the joy of self-expression and feel a connection with and empathy for others.

Examples of activities from the *English Language Arts/Communication Skills Teacher Handbook* related to character traits and responsible citizenship are:

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 1: The learner will use strategies and processes that enhance control of communication skills development.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.1 The learner will apply PREPARATION strategies to comprehend or convey experiences and information.	• Complete an Anticipation/Reaction guide as preparation for reading, listening, or viewing. Discuss responses before and after studying the topic.

The Civil War
A - Agree D - Disagree

____ 1. The primary cause of the Civil War was slavery.

____ 2. Reconstruction began in 1865.

____ 3. The Gettysburg Address turned the tide of the war.

____ 4. Union soldiers were better trained and equipped than their Confederate counterparts.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 1: The learner will use strategies and processes that enhance control of communication skills development.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.2 The learner will apply ENGAGEMENT strategies to comprehend or convey experiences and information.	As learners become more proficient with language, they begin to be aware of the thinking (self-monitoring) strategies used to solve comprehension problems or to convey information while reading, writing, listening, speaking, or viewing. During engagement, they monitor their understanding, apply corrective strategies where necessary, and impose organization on the material or situation. Through teacher modeling and direct instruction, students are taught to pause periodically while reading, writing, speaking, listening, and viewing to ask, "Does this make sense?" (semantics), "Does it sound right?" (syntax), "Does it sound and look right?" (graphophonics).
Focus:	• Self-monitor understanding and effectiveness during reading, writing, speaking, listening, and viewing by: - varying pace according to purpose, - answering previously formulated questions, - checking on prior predictions, - summarizing or paraphrasing, - rereading, reviewing, revising, - connecting text to illustrations.
• Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.	• Write for five minutes (Five Minute Write) in response to a focus question, quotation, or character.
• Give complete attention to the task.	
• Skim, scan, and note ideas.	
• Search for sense or a "lead."	
• Predict outcomes.	
• Use personal experience while redefining and composing meaning.	
• Review and assess as purpose is defined, clarified, or changed.	
• Discuss and make notes.	
• Verbalize to "hear" message.	
• Use organization conventions as clues to meaning.	
• Apply strategies to clarify meaning.	

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ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for the Law, Attributes of Character, and Respect for Others

Competency Goal 1: The learner will use strategies and processes that enhance control of communication skills development.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.3 The learner will apply RESPONSE strategies to comprehend or convey experiences and information.	Skillful learners respond to their communication by thinking, discussing, illustrating, dramatizing, or writing about their purposes and personal reactions to activities.
Focus:	As students become aware of their own learning strategies, they evaluate the effectiveness of most strategies and review to confirm or clarify their reflections. Students become more introspective about their learning by asking the following questions:
• Apply knowledge of cueing systems (semantic, syntactic, and graphophonic) as appropriate to the nature and purpose of the activity.	- What do I remember about the important events, ideas, or information? - What information do I still need? - Does the material allow my interpretation? - What difficulties did I have in understanding this selection? - How do these ideas mesh with what I already know or believe? - Do I need to review or get help from someone?
• Reflect upon the experiences and information.	
• Discuss, outline, or summarize new facts, information, or ideas.	
• Note agreement or disagreement with ideas presented in the selection or activity.	
• Interpret the meaning of, or draw conclusions from, the selection or activity.	
• React to language, form, and literary devices.	
• Ask and respond to probing questions to clarify earlier responses.	
• Identify sources of confusion, problems, differences in interpretation, or new questions that may indicate a need for further study or investigation.	
• Assess own performance relative to the purpose.	
	• Participate in class discussions and in literature response groups.
	• Complete or create a Prediction Chart to assess predictions that were confirmed or rejected during the engagement phase. Reflect/respond on the success of making predictions.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 2: The learner will use language for the acquisition, interpretation, and application of information.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	This objective addresses ideas that go beyond the information in the text. Learners analyze, synthesize, and organize information and begin to discover related ideas, concepts, and generalizations. This process requires students to make connections among ideas, to move from the known to the unknown, and to impose order on the information collected. Students should be made aware that there are skills which assist them in this process by matching similarities, observing differences, and noting sequences. Included among these skills are identifying, comparing, classifying, ordering, and representing (Marzano, et al., 1988).
Focus:	
• Select, reject, and reconcile information and ideas.	• Study community helpers, and neighborhoods. Participate in field trips, listen to guest speakers, and note observations in personal journals. Discover generalizations by answering leading questions such as: -Which people work outside? -Which jobs are dangerous? - Are there more dentists or truck drivers?
• Condense, combine, and order information.	
• Create an organizational framework for retaining information.	
• Form generalizations based on new information.	
• Compare information and ideas.	• Use a Character Map to identify character traits which are linked to action in a story and to perceptions of other characters. Write the names of main characters in the squares on the map or paste pictures from a magazine that best depict the characters. In the ovals list qualities of the characters, and in the circles list actions to support those qualities. Extend this activity by portraying the characters orally or in writing. Also, use character maps to compare two characters. Younger students may need assistance from their teacher.
• Analyze the literary and design elements of information and ideas.	
• Classify information and ideas on the basis of attributes.	• Observe a person, object, or event and record visual characteristics. Organize the list into groups and explain the classification.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 2: The learner will use language for the acquisition, interpretation, and application of information.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.3 The learner will apply, extend, and expand on information and concepts. **Focus:** • Use information from text to clarify or refine understanding of historical or contemporary issues or events. • Solve problems, make decisions and inferences, or draw conclusions based on interpretation of information. • Follow or produce directions to create a product or develop an idea based on interpretation of information.	• Read, view, or listen to selections such as Molly's Pilgrim by Barbara Cohen to understand and deal with contemporary events and issues. Discuss how it would feel to be in a new country and the importance of valuing cultural diversity. Stop the story where Molly takes her "pilgrim" to school. Plan and pantomine alternative endings or engage in creative play, pretending to be Molly. • Using information gathered on conservation, plan and launch a program to promote home and school recycling. Develop and create persuasive materials, such as letters and posters, for public meetings and commercials. • Make appropriate decisions on the purchasing of an item after studying consumer reports, personal recommendations, and budgetary considerations.

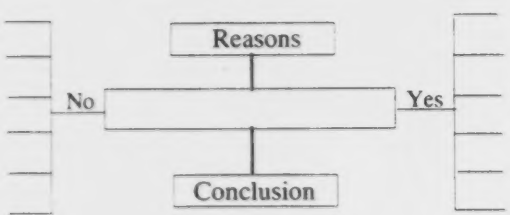
ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character and Respect for Others

Competency Goal 2: The learner will use language for the acquisition, interpretation, and application of information.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.3 The learner will apply, extend, and expand on information and concepts.	• Read, view, or listen to Stone Fox as preparation for engagement in decision making. Then work in cooperative groups to complete the following Discussion Web: Directions: - Working with a partner, discuss whether Willy deserves to win the race. - Jot down evidence to support the decision in the yes/no columns. - After time is called, join another group of students and try to reach consensus. - Appoint a person from each group to present the group's decision and reasons. The minority viewpoint should be presented if consensus was not reached. - As a follow-up activity to the discussion, write individual answers to the question. (Duthie, 1986)

A Discussion Web:
Stone Fox by John Gardiner



ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for the Law and Attributes of Character

Competency Goal 3: The learner will use language for critical analysis and evaluation.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.1 The learner will assess the validity and accuracy of information and ideas. **Focus:** • Distinguish between vague and precise language. • Distinguish between representations of fact and opinion. • Make judgments about the verifiability of information. • Identify faulty reasoning. • Evaluate the reliability of a source. • Evaluate the appropriateness of persuasive techniques.	In a democratic society where there is freedom of information and action, it is imperative for learners to become critical thinkers. In order to function as responsible citizens, they need to be able to sift through enormous amounts of information and make wise decisions as individuals and members of communities. It is important for students at all ages to develop the ability to assess the validity and accuracy of information. Learners should become aware of strategies to evaluate sources and to detect bias and slant. Those sources include personal observation, conferencing with other people, checking references of a source, and comparing information with personal experience. • Focus critical analysis on whether information is real or make believe. Listen to, read, or view fairy tales, fables, and information selections, determining if events are real or make believe. Focus on times when it is important to be certain that what we say is true and on the enjoyment that we can derive from fantasy. • Check the validity and accuracy of information through sources such as biographies, films, reference books, magazines, pictures, graphs, charts, and maps.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for the Law and Attributes of Character

Competency Goal 3: The learner will use language for critical analysis and evaluation.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.1 The learner will assess the validity and accuracy of information and ideas.	• Complete an opinion survey to determine popular heroes who may serve as role models. Chart and exhibit the results in the classroom. Form small groups to compare and explain reasons for choices. Research the heroes to verify and support choices. Identify other public figures whose biographies indicate they share similar characteristics. • Identify issues that are controversial and that affect the people living in a community. Select an issue, research all sides, and develop a plan of action. Follow a problem solving strategy including the following steps: - Identify the important factors affecting the problem situation, the characteristics of the desired outcome, and the constraints or obstacles. - Identify the standards or criteria for a successful solution. - Identify the possible alternative ways of overcoming the obstacle or the constraint. - Select and try an alternative. - Identify the extent to which the selected alternative produces a solution that meets the stated standards/criteria. - If other alternatives were tried, articulate the reasoning behind the order of their selection and the extent to which each met the stated standards/criteria. (Marzano, 1991)

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ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 3: The learner will use language for critical analysis and evaluation.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.2 The learner will determine the value of information and ideas. **Focus:** • Assess scope, comprehensiveness, and significance of information and ideas. • Determine practicality and usefulness of information or ideas in light of purposes. • Recognize bias, emotional factors, propaganda, and semantic slanting.	• Read familiar fairy tales and folk tales as an introduction to bias, semantic slanting, and emotional factors. Read or listen to The Three Little Pigs and discuss what happened from the point of view of the pigs. Read or listen to The True Story of the Three Little Pigs and discuss what happened from the wolf's point of view. With younger children, the teacher will need to lead the discussion of point of view as an introduction to bias. • Compare the original TheThree Little Pigs with The True Story of the Three Little Pigs. Note differences in the two versions. Determine whose story is most likely to be true and support the choice with reasons and examples from the stories. • Form a literature response group. Discuss reasons for recommending a particular selection to someone else.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 3: The learner will use language for critical analysis and evaluation.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.3 The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.	It is estimated that students in the class of 2000 will have to assimilate more information and inventions than appeared in the previous 150 years (Cetron and Davies, 1989). In a global society, where the economy is linked to knowledge-dependent industries, students must learn to make judgments about the quality, effectiveness, and value of information and ideas. To make judgments and develop criteria for judging the quality of selections, students must have an understanding of the concepts of characterization, setting, plot, theme, and conflict.
Focus:	When learners participate in a literate environment, where there are numerous opportunities to interact with a wide variety of print and nonprint material, they begin to see patterns and relationships in their learning experiences. Exposure to a wide range of literature is one means of enhancing not only reading but also writing, speaking, listening, and viewing skills. Along with studying formal works, students should study their own work and that of their peers. Experiences such as these enable learners to develop an awareness of the writer, speaker, or producer's perspective.
• Analyze the effects of word choice, sentence structure, and organization. • Make judgments about the clarity, power, and authenticity of information and ideas. • Evaluate the effectiveness of the development of plot, theme, setting, and characterization. • Determine how purpose, point of view, tone, and style affect judgment of the product, information, and ideas. • Evaluate the use of language patterns and literary devices, such as figurative language, dialogue, and symbolism. • Analyze the use of text aids, such as headings, captions, titles, and illustrative material. • Compare the effectiveness of a selection in relation to others. • Determine the merit of a selection in terms of its timeliness and timelessness.	37

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 3: The learner will use language for critical analysis and evaluation.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.3 The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.	• Read, listen to, or view Dr. Martin Luther King's "I Have a Dream" speech. List the phrases that are repeated such as "now is the time," "let freedom ring," and "I have a dream." Discuss in small groups the possible reasons for Dr. King's use of repetition. • Research the historical background of Martin Luther King's "I Have a Dream" speech to discover how the speech was timely. Discuss the ways the speech can be considered timeless (universal themes, emotional appeal, and contemporary application).

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for Others

Competency Goal 4: The learner will use language for aesthetic and personal response.

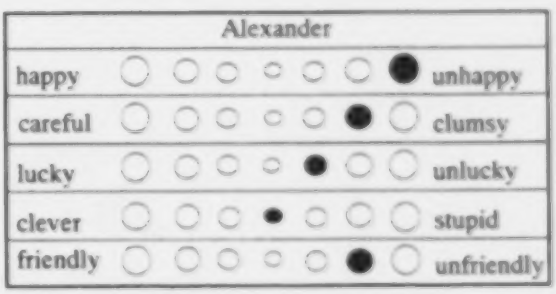
OBJECTIVE	IMPLICATIONS FOR LEARNING
4.1 The learner will respond to personal situations and events in selections and to personal situations and events.	People use language to convey experiences, awareness of language, and messages. However, background experiences vary from person to person. As a result, learners interpret words and images in ways that may or may not reflect the exact experiences or meanings of the producers. Learners bring a different set of experiences to the task as they try to reconstruct a message. Then they respond to the message, adapt the information, and use it for their own purposes. Students learn to respond to reading with a "writer's eye" and to writing with a "reader's eye." While it is important to look at a work from a critic's perspective, care should be taken to maximize and encourage enjoyment. This enjoyment should include experiencing vicariously other cultures, time periods, places, characters, situations, and events.
Focus:	Responding to the situation, event, or selection is an important part of constructing one's own meaning. As students begin to relate their own ideas, feelings, and values to situations, events, or selections, their thoughts become clear and refined.
• Express emotional reactions and personal opinions and relate personal values to a selection or experience.	
• Relate story structure, plot, setting, theme, characters to own experiences, feelings, and behaviors.	
• Consider the varied, connotative, or symbolic meanings of words and visuals.	
• Consider the ways language and visuals bring characters to life, enhance plot development, or evoke a response.	
• Consider the effects of rhythm, rhyme, repetition, sensory imagery, and figurative language.	
• Consider the use of idioms, dialect, and colloquialism.	• Read, hear, or view a selection such as <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst. List contrasting pairs of adjectives related to the character's actions such as good/bad, weak/strong, and clever/stupid.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for Others

Competency Goal 4: The learner will use language for aesthetic and personal response.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.1 The learner will respond to personal situations and events in selections and to personal situations and events.	List additional adjectives not directly included in the story. Rate as a whole class or a small group the degrees of intensity by using the circles of different sizes to represent points on the scale. Explain the ratings and give reasons and details from the selection that support the ratings.



(Johnson and Louis, 1987)

With young children the teacher should direct this activity.

- Record answers to specific questions in journals to evaluate the author's use of figurative language, to explain interpretations of passages or author's intent, to record feelings evoked by the pieces, and to compare experiences of literary characters or authors to personal experiences. Focus on personal responses and interpretations as supported by the selections.
- Participate in a literature response group that shares, reviews, and recommends literature.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for Others

Competency Goal 4: The learner will use language for aesthetic and personal response.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.2 The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.	Books, films, tapes, and other resources can serve as a springboard for students' reflections on their own experiences. The teacher's role is to help students discover the relationship between their own lives and those of other cultures. Historical fiction and biography are particularly suitable for thematic units which focus on concepts, such as family, justice, democracy, and change.
Focus:	
• Recognize a selection or experience as a reflection of its social, cultural, and historical context.	• Read, view, or listen to poems or stories about America's first Thanksgiving and to a selection about a modern-day Thanksgiving. Complete a chart highlighting the differences between the two time periods. Participate in extensions of the activity, such as dressing up like the characters, making some of the traditional foods, or creating artwork.
• Associate personal values and beliefs with the content of a selection.	• Complete a Comparison and Contrast Guide to relate personal experiences to a topic studied, such as holiday celebrations, community helpers, or favorite books. In the early childhood program, the teacher may wish to complete the guide on chart paper and/or alter the activity to meet the needs and interests of the students.
• Consider a selection or experience in the light of situations, conflicts, and themes common to human experience.	• Take written notes or tape an interview with a peer, parent, or grandparent about a holiday or special family event. Note similarities and differences in past and present ways of celebrating.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for Others

Competency Goal 4: The learner will use language for aesthetic and personal response.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.2 The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.	• Write a short autobiography/personal narrative noting major personal or family events. • Locate books, films, and other resources to link personal experiences with a national crisis involving other countries or ethnic groups in similar situations. • Develop interview questions for family members and/or other community citizens about their experiences during a major historical event: - bombing of Pearl Harbor - assassination of leader - explosion of Challenger - landing on the moon - Olympic Games - significant family event

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Respect for Others

Competency Goal 4: The learner will use language for aesthetic and personal response.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.2 The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.	• Watch the evening news or read a newspaper article concerning a contemporary issue. Write an editorial or letter (persuasive or point of view) reflecting personal beliefs on the topic. • Study a literary piece from another time and compare customs, government and politics, historical events, family life, fashion, architecture, and art to today's customs. Note similarities and differences as reflected in the literature. Using charts, media productions, skits, or illustrations, research and present to the class information on cultural and societal differences. • Consider attitudes toward war expressed in selections from different historical periods. Works may include The Iliad, Beowulf, El Cid, Henry V, Red Badge of Courage, For Whom the Bell Tolls, or All Quiet on the Western Front. Participate in a seminar which focuses on the attitudes toward war as a reflection of differing cultures and time periods. • Create a political cartoon to demonstrate personal beliefs about a contemporary issue.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 4: The learner will use language for aesthetic and personal response.

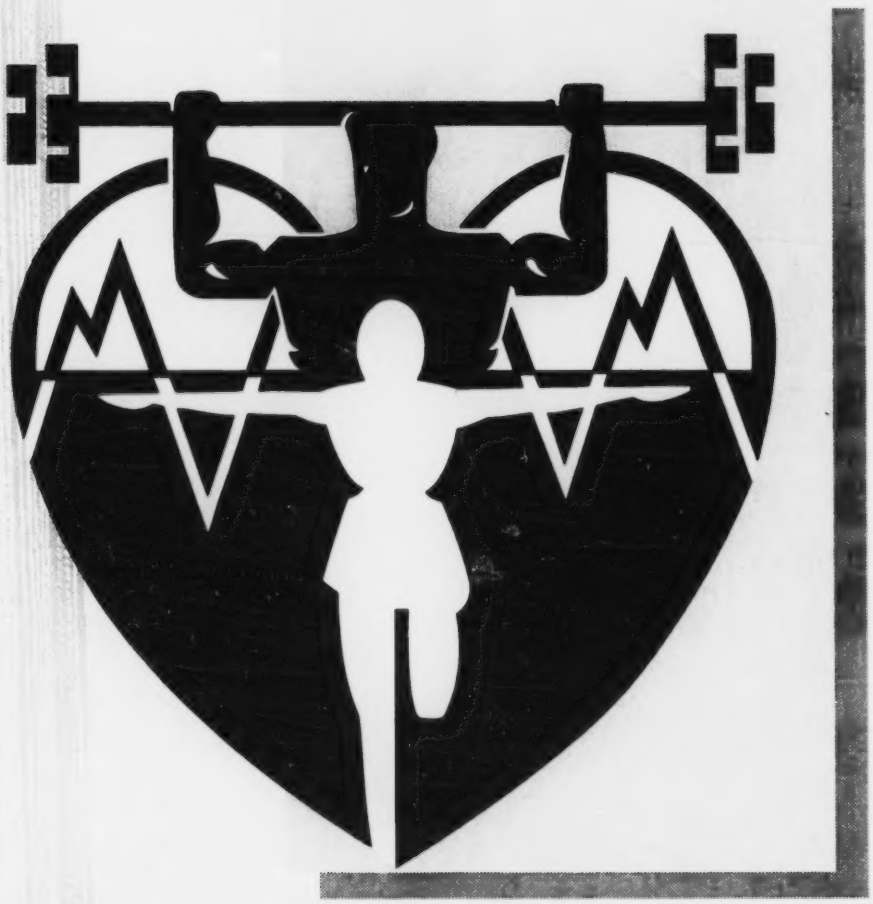
OBJECTIVE	IMPLICATIONS FOR LEARNING
4.3 The learner will respond critically and creatively to selections or personal experiences. **Focus:** • Participate effectively in creative interpretations of a selection or experience. • Make relevant, logical, coherent contributions to a discussion. • Create a product that effectively demonstrates a personal response to a selection or experience.	Communication is an active process when learners reconstruct the author's meaning and relate what they have learned to their own knowledge, experience, and emotions. Students will respond to the same material in different ways. When students respond critically and creatively, their responses will not be simply right or wrong. Teachers must listen to students to know how they are thinking and feeling, to discover how and why they are interpreting text, and to assist the development of each and every student. Teachers should allow for diversity of response and provide opportunities for response. Activities will include: oral reading, choral reading, story telling, role playing, discussion, drawing, printing, interpretive movement, music, production, cooking, building, and personal writing. Teachers must allow students to tell or show what they really think. They must avoid the temptation to tell them what to think. The goal is genuine response, not the response students think teachers want. • Listen to a book such as <u>The Grouchy Ladybug</u> by Eric Carle. Discuss the ladybug's conflict with numerous animals. Relate the topic of conflict to personal conflict with siblings or friends using the <u>Think-Pair-Share</u> strategy to think of solutions to the ladybug's conflict. The steps of the strategy are as follows: Think: Think individually for about three minutes of solutions or possible answers to a problem or situation.

ENGLISH LANGUAGE ARTS/COMMUNICATION SKILLS

Attributes of Character

Competency Goal 4: The learner will use language for aesthetic and personal response.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.3 The learner will respond critically and creatively to selections or personal experiences.	Pair: Discuss possible answers or alternative solutions for two to four minutes with a partner or team members. Share: Share the thinking of the pair or the team with the entire class. (McTighe and Lyman, 1988) • Prepare for a debate on a contemporary issue or the action taken by a character in a literary selection. Gather information to support both sides. Issues examined may include conservation, health issues, historical/political decisions, artistic censorship, and educational policies. • Write a personal response to or a review of a cultural, media, or sports exhibit or event. Include these in personal portfolios and as entries in a class publication of "what's hot and what's not." • Participate in seminars to develop reasoning, concepts, and problem solving processes, raise questions, pose problems, stimulate interest, guide inquiry, and formulate and test hypotheses. Structure open-ended discussions using the following guidelines: - Design a task. - Internalize the task (see and think about it). - Share responses with others. - Communicate in small groups. - Use principles of active, nonjudgmental participation. - Summarize the discussion. (Costa, et al., 1985)



Healthful Living Education

Building A Foundation

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HEALTHFUL LIVING EDUCATION

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The following are some of the objectives in Healthful Living Education that focus on attributes of character, personal responsibility and responsible citizenship.

GRADE	OBJECTIVES
Kindergarten	• accepting and carrying our personal responsibilities • seeking and offering help • sharing objects and time • developing listening skills and the ability to follow instructions in sequence during a game situation
First Grade	• respecting the rights of others • recognizing that different people have different abilities • develop safety skills and work cooperatively with others in game situations
Second Grade	• judging behaviors as promoting or hindering friendships • giving and receiving compliments • apologizing when appropriate • developing social behavior skills dealing with responsibility in physical education classes
Third Grade	• associating feelings with thoughts and behaviors • effectively expressing opinions contrary to those of others • showing concern for others • exercising self-control as a substitute for aggression • developing social behavior skills for participation in games and sports
Fourth Grade	• demonstrating facial expressions, body language, and verbal expressions that convey an acceptance or hostility • explaining the value of social support

GRADES	OBJECTIVES
Fifth Grade	• identifying alternatives to fight or flight as means of resolving interpersonal conflicts • describe means of adapting to changing relationships and friendships
Sixth Grade	• enacting non-violent conflict resolution strategies • describing behaviors conducive to and counterproductive to group functioning • defining rights of individuals in relationships
Seventh Grade	• exercising social and interpersonal persuasion • identifying feelings in communications of others
Eighth Grade	• developing and maintaining confidants and confidential relationships • describing constructive and risky means of expressing independence
Grades 9-12	• implementing helping skills in relationships • demonstrating conflict resolution skills

Guidance

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GUIDANCE

The world in which young people find themselves is a complex, sometimes confusing, state of affairs. Young people are caught within a massively changing culture where they are exposed to a multitude of trends, values, and ways of living. The guidance curriculum goals and objectives, especially those that incorporate respect for humans and attributes of character focus primarily on the affective and cognitive development of students at all grade levels. They are appropriate for all students who are engaged in the educational process in the schools of North Carolina.

Respect for Others

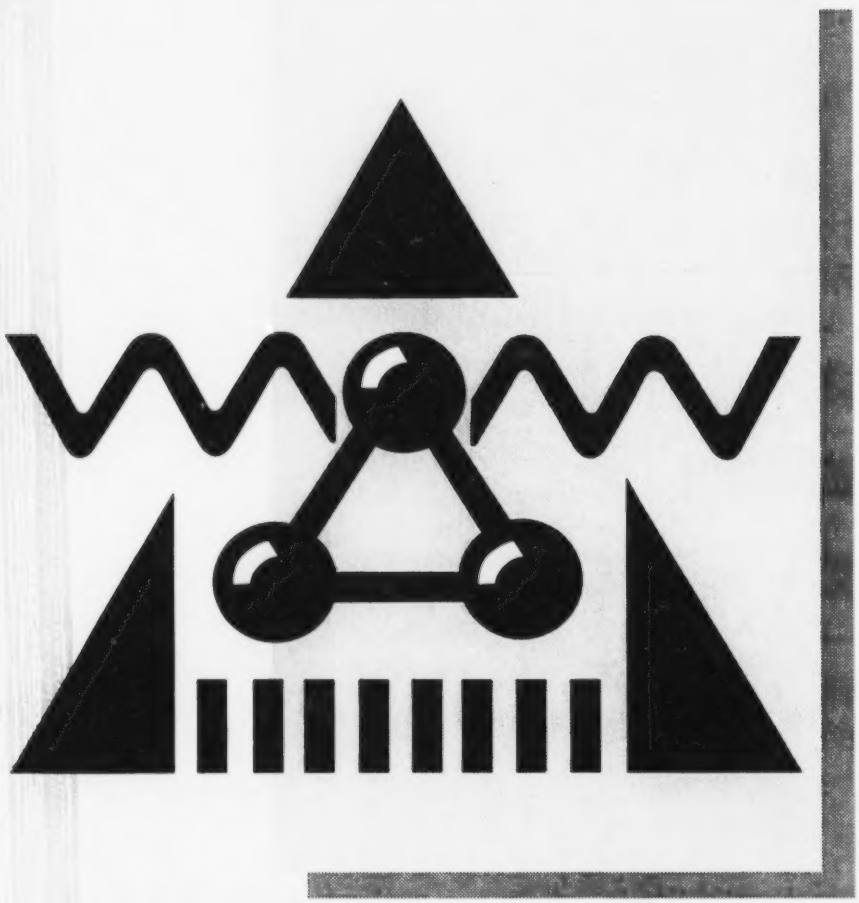
GOAL 3 —The learner will demonstrate responsible social skills and an undestanding and application of being a contributing member of society.

GRADE	OBJECTIVES	
Kindergarten	3.4	Recognize the importance of working together in a group.
First Grade	3.4	Recognize the importance of working together in a group.
Second Grade	3.1	Demonstrate the ability to share and work cooperatively on group tasks.
Third Grade	3.1	Demonstrate the ability to share and work cooperatively on group tasks.
Fourth Grade	3.2	Show understanding of self-discipline and responsibility as important characteristics of citizenship.
Sixth Grade	3.3	Demonstrate skill in being responsible for own behavior.
Seventh Grade	3.4	Demonstrate being responsible to a group.
Eighth Grade	3.2	Recognize the value of affirming the positive qualities of other people.
Tenth Grade	3.2	Understand why living in a society creates the need for interdependence and cooperation.
Eleventh Grade	3.4	Examine personal values and work ethics in terms of job success.

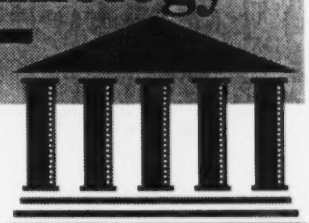
Attributes of Character

GOAL 4 — The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

GRADE	OBJECTIVES
Kindergarten	4.2 Recognize the importance of self-control.
First Grade	4.2 Recognize the importance of self-control and individual responsibility.
Eighth Grade	4.1 Become realistic about the consequences of her/his actions.
Ninth Grade	4.2 Examine personal attitudes, beliefs, and values when those attitudes, beliefs and values may be in conflict with others.
Twelfth Grade	4.10 Develop/clarify her/his philosophy of life.



Science, Mathematics, & Technology



Building A Foundation

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SCIENCE, MATHEMATICS, AND TECHNOLOGY

Ethical issues and value-laden decision making based upon sound scientific, mathematical, and technologic knowledge permeate the K-12 *Standard Course of Study for Science*. Decision making reflecting desired ethics, values, and character should not be taught in isolation, but rather be considered a vital component of the entire instructional program.

> The mission statement of the science curriculum is to ensure that all students become scientifically literate. Scientific literacy implies an understanding of basic science concepts and the scientific processes of reasoning. The scientifically literate person has a substantial knowledge of concepts, conceptual networks, and process skills which enable the individual to continue to learn and think logically. This individual both appreciates the value of science, mathematics, and technology in society and understands their limitations.
>
> Two beliefs in the *Standard Course of Study for Science* state that 1) understanding science is essential for the survival of a free, democratic society and 2) scientific literacy is essential for participation in an increasingly complex, scientific society. These beliefs are based upon empirical evidence and priorities established by state and national governments and professional societies.

The draft of National Science Education Standards reflects that scientific literacy is developed over a lifetime, not just in the years of schooling. Continuous development of scientific literacy is, however, influenced by the attitudes and values toward science, established in the early years. The goal of developing a scientifically literate voting populace is to ensure the use of scientific knowledge and dispositions of mind for decision making when dealing with societal issues.

National Science Standards emphasize that understanding basic concepts and principles of science and technology should be interwoven with the economic, political, and ethical policies of various science and technology-related challenges, and with the understanding that science alone will not resolve local, national, or global challenges. Science, mathematics, and technology can only indicate what can happen. The latter involves human decisions about the use of knowledge. Further, National Science Standards suggest that as students expand their conceptual horizons in grades K-12, they will eventually develop a view that is not exclusively human centered, begin to realize that individual actions accumulate into societal actions, and understand that societal issues cannot be solved by singular actions.

Students must recognize that society cannot afford to deal only with symptoms. The causes of the problems must be the foci of personal and societal actions. Challenges emerge from the fact that the products, processes, technologies, and inventions of a society may ultimately result in pollution and environmental degradation, and involve some risk of human health or to the survival of other species. Science influences society through its knowledge and world view. Scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others, and the natural environment. The impact of science on society is neither entirely beneficial nor uniformly detrimental. Societal challenges often inspire questions for scientific research, and societal

priorities often influence research priorities through funding. Technological changes are often accompanied by social, political, and economic changes that may be beneficial or detrimental to individuals and to society. Social needs, attitudes, and values influence the direction of technological development.

Science for All Americans emphasizes how science, mathematics, and technology incorporate particular values, some of which are different in kind or intensity from those in other human enterprises. To understand science, mathematics, and technology, it is essential to be aware of some of the values that underlie them and give them character. One's education should contribute to the reinforcement of general societal values, to the balanced beliefs about the societal value and impact of science, mathematics, and technology, and to the empowerment of citizens to make informed decisions.

Culturally, science can be viewed as both revolutionary and conservative. The knowledge it generates sometimes forces us to change and even discard beliefs we have long held about ourselves and our significance in the grand scheme of things. The revolutions associated with Newton, Darwin, and Lyell have had as much to do with our sense of humanity as they do with our knowledge of the earth and its inhabitants. Moreover, scientific knowledge can surprise us, even trouble us, especially when we discover that our world is not as we perceive it or would like it to be. Additional dilemmas arise through scientific endeavors which force us to examine our individual beliefs as well as cultural values. Part of the price we pay for obtaining knowledge is that it may make us uncomfortable and force us sometimes to compromise, change, or abandon previous beliefs. Becoming aware of the impact of scientific and technological developments on human beliefs and feelings should be part of everyone's science education.

It is important for people to be aware that science is based upon everyday values even as it questions our understanding of the world and ourselves. Indeed, science is in many respects the systematic application of some highly regarded human values-integrity, diligence, fairness, curiosity, openness to new ideas, skepticism, and imagination. The broad field of science does incorporate and emphasize such values and dramatically demonstrates just how important they are for advancing human knowledge and welfare. Therefore, if science is taught effectively, the result will be to reinforce such generally desirable human attitudes and values. Science education is in a particularly strong position to foster attitudes and values such as curiosity, openness to new ideas, and informed skepticism. Scientists thrive on curiosity and so do children. Children are alive with questions. They differ from scientists only in not yet having learned how to go about finding answers and weighing the potential societal impact. Science education that fosters curiosity in productive ways serves both students and society well.

New ideas are essential for the growth of science and for human activities in general. Because the purpose of science education is not exclusively to produce scientists, it should help all students understand the great importance of carefully considering ideas that at first seem disquieting to them or at odds with what they generally believe. The competition among ideas is a major source of tensions within science, between science and society, and within society. Science education should document the nature of such tensions from the history of science, and it should help students see the value to themselves and society of participating in the push and pull of conflicting ideas.

Science is characterized as much by skepticism as by openness. Although a new theory may receive serious attention, it rarely gains widespread acceptance in science until its advocates can show that it is borne out by evidence, is logically consistent with other principles that are not in question, explains more than its rival theories, and has the potential to lead to new knowledge. Because most scientists are skeptical about all new theories, such acceptance is usually a process of verification and refutation that can take years or even decades to run its course. Science education can help students to see the societal value of systematic skepticism and to develop a healthy balance in their own minds between openness and skepticism.

There is another sense in which values come into play in thinking about the outcomes of the learning process. Quite apart from what scientific values students may adopt for themselves, there is the issue of what students should know and believe about the general social value of those endeavors. Science, mathematics, and technology have advanced the quality of human existence, and students should become thoughtful supporters of them. But since science itself esteems independent thought so highly, it follows that teachers should not attempt to simply indoctrinate students into becoming uncritical supporters of science. Rather, students should end up with balanced views of the value of science, mathematics, and technology, and not be either uncritically positive or antagonistic.

In various forms, the mass media, teachers, and peers inundate students with assertions and arguments relative to science, mathematics, and technology. Education should prepare people to view such assertions critically, deciding what evidence to pay attention to, what to dismiss, and distinguishing valid arguments from shoddy ones. Furthermore, people should be able to apply those same critical skills to their own observations, arguments, and conclusions, thereby becoming less bound by their own prejudices and rationalizations. Individuals, as well as society, must reconcile values and beliefs when critically evaluating information.

Benchmarks for Scientific Literacy explains how skepticism is not just a matter of willingness to challenge authority. It is a determination to suspend judgment in the absence of credible evidence and logical arguments. The educational challenge is to help students internalize critical attitudes, so they can apply them in everyday life, particularly to the health, political, commercial, and technological issues they encounter.

Social Studies

SOCIAL STUDIES

One of the major purposes of the social studies curriculum, K-12, is to prepare students for their role as citizens in a democratic society. If students are prepared to be informed, responsible, participating citizens, they will function well in both their private and public lives. They will be prepared to:

- participate effectively in a variety of groups and settings,
- demonstrate community service,
- demonstrate knowledge of the legislative process,
- evaluate the actions of public officials,
- make informed political decisions,
- make informed economic choices,
- determine if individual and group actions are appropriate and responsible,
- identify motives for specific actions, and
- assess the influence of belief systems on people.

The social studies curriculum sequence affords numerous opportunities for teaching basic concepts and skills related to character and citizenship education. At the primary level, good citizenship is a central goal of social studies instruction. As students move in upper elementary, middle school, and high school, opportunities to foster civic virtue and a sense of citizenship are found throughout the formal social studies curriculum.

GOALS AND OBJECTIVES - KINDERGARTEN

Attributes of Character

COMPETENCY GOAL 1: The learner will exhibit traits of good citizenship in the classroom and school.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.1 Participate constructively in school and classroom activities.	**1.1.1** Deliver oral and written messages concerning school events to parents.
	1.1.2 Contribute to class or school exhibits.
	1.1.3 Share materials with other students in centers and in classroom activities.
1.2 Participate in democratic decision making and act in keeping with group decisions.	**1.2.1** Voice opinions during group time
	1.2.2 Help to make simple classroom rules.
	1.2.3 Participate in making class decisions regarding such activities as snack time and abide by the decision of the majority.
1.3 Assume responsibility in routine activities.	**1.3.1** Handle materials and tools responsibly.
	1.3.2 Assume responsibility for keeping a neat classroom.
	1.3.3 Stay in line and move as directed in fire and tornado drills.

Attributes of Character/Respect for Law

COMPETENCY GOAL 4: The learner will apply understandings of authority, responsibility, and justice in a democratic society.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.1 Use established procedures in the classroom and school.	**4.1.1** Demonstrate the established way to use the media center.
	4.1.2 Explain why it is important to have an adult in charge of bus duty.
	4.1.3 Enter and leave the classroom using established procedures.
4.2 Respect persons in positions of authority.	**4.2.1** Listen to a story about a family, tell what authority parents have, and explain why they have that authority.
	4.2.2 Identify desirable personal characteristics for individuals in authority.
	4.2.3 Draw a picture of an authority figure and describe what might happen if the person did not have authority.
4.3 Assume responsibility for one's own actions.	**4.3.1** Carry out assigned tasks such as cleaning up after art activities.
	4.3.2 Respect the belongings of others and take care of one's own belongings.
	4.3.3 Accept the consequences of irresponsibility and work toward improvement.
4.4 Recognize the need for fair rules and laws.	**4.4.1** Explain the reasons for classroom rules.
	4.4.2 Contribute to a list of laws (e.g., traffic laws) that adults must live by.
	4.4.3 Construct roads in a sandbox and make appropriate signs.

Attributes of Character/Respect for Law

COMPETENCY GOAL 4: The learner will apply understandings of authority, responsibility, and justice in a democratic society.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.5 Analyze classroom problems and suggest fair solutions.	**4.5.1** Participate in a group discussion about rules and how to organize the block area during clean up. **4.5.2** Explain the rules of a familiar game to another person. **4.5.3** Explain why a limited number of children can work in the art center at one time.

Respect for Others

COMPETENCY GOAL 7: The learner will elaborate on religious and other cultural traditions in the community.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.1 Identify religious and secular symbols associated with famous people, holidays, and special days.	**7.1.1** During the year, associate symbols of religious and secular holidays with the dates of the holidays.
	7.1.2 Contribute to art and craft projects related to famous people and holidays.
	7.1.3 Carry out the theme of special days in class activities and in appropriate centers (e.g., cooking, dramatic play, blocks) throughout the year.
7.3 State reasons for observing special days and religious and secular holidays.	**7.3.1** Given a famous person whose life is commemorated with a holiday, tell why that person is famous.
	7.3.2 Place special days and religious and secular holidays on the classroom calendar.
	7.3.3 Describe activities associated with holidays and special days (e.g., fireworks and parades on Independence Day).

GOALS AND OBJECTIVES - GRADE ONE

Attributes of Character

COMPETENCY GOAL 1: The learner will exhibit attributes of good citizenship in the classroom and school.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.1 Participate constructively in school and classroom activities.	**1.1.1** Volunteer for school and classroom projects.
	1.1.2 Assume responsibility for participating in class plays and other productions.
	1.1.3 Contribute to classroom publications and art projects.
1.2 Participate in democratic decision making in the classroom.	**1.2.1** Vote, when appropriate, on classroom activities and issues.
	1.2.2 Accept and follow through with majority decisions.
	1.2.3 Choose an activity in which to participate and work cooperatively with others.
1.3 Demonstrate personal responsibility in school activities.	**1.3.1** Treat others with respect.
	1.3.2 Assume responsibility for keeping the classroom neat.
	1.3.3 Participate in making classroom rules.
1.4 Cooperate with and help others in classroom situations.	**1.4.1** When class members are sick or need help, offer suggestions to aid them.
	1.4.2 Exhibit concern for children with physical problems.
	1.4.3 Volunteer to assist a classmate who is experiencing difficulty in completing a task.

Attributes of Character/Respect for Law

COMPETENCY GOAL 4: The learner will apply concepts of authority, responsibility, and justice to home and school settings.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.1 Explain why certain individuals have authority.	**4.1.1** Identify an authority figure in stories being read to the class.
	4.1.2 Describe the authority given to specific individuals (e.g., teacher, teaching assistant, school bus driver).
	4.1.3 State why there is a need for persons in positions of authority (e.g., the well-being of individuals and groups, the orderliness and protection of the school, classroom, community, home).
4.2 Predict the consequences of responsible and irresponsible actions.	**4.2.1** Identify responsible and irresponsible actions in stories such as "Little Red Riding Hood," "The Three Little Pigs," and "The Little Red Hen."
	4.2.2 Identify responsible courses of action in a given situation (e.g., playing on the playground, waiting for the school bus).
	4.2.3 Suggest responsible action to correct a problem situation and explain why it should be followed.
4.3 Elaborate on the need to apply rules fairly in the home, school, and community.	**4.3.1** Cite a classroom or school rule that applies to a specific behavior.
	4.3.2 Distinguish among home, school, and community rules.
	4.3.3 Role play rules not being followed and discuss fair ways to enforce them.

Respect for Others

COMPETENCY GOAL 7: The learner will elaborate on religious and other cultural traditions in the community.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.1 Identify religious and secular symbols associated with famous people, holidays, and special days.	**7.1.1** Explain why such leaders as George Washington, Abraham Lincoln, and Martin Luther King, Jr. are honored.
	7.1.2 Make a collage of customs associated with a given holiday.
	7.1.3 Identify symbols associated with various religious holidays and compare how holidays are celebrated by different religious groups.
7.2 Participate in classroom activities associated with special days and holidays in the community and other countries.	**7.2.1** Participate in cooking activities related to holidays and special days in our own and other cultures.
	7.2.2 Help to decorate a center or a part of the classroom in celebration of a special day in our own and another culture.
	7.2.3 Sing songs from our own and other cultures and relate them to holiday observances.
7.3 Cite reasons for observing special days and religious and secular holidays.	**7.3.1** Draw and explain a picture related to a holiday or special day.
	7.3.2 Listen to stories about various holidays and give reasons for celebrating the holidays.
	7.3.3 When given the name of a holiday or special day, give reasons why it is celebrated.

GOALS AND OBJECTIVES - GRADE TWO

Attributes of Character

COMPETENCY GOAL 1: The learner will exhibit good citizenship in the classroom, school, neighborhood, and community.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.1 Identify and describe attributes of good citizenship.	**1.1.1** Brainstorm a list of actions of good citizens.
	1.1.2 Create "good citizenship badges" for students using appropriate descriptive words.
	1.1.3 Complete the sentence, "I was a good citizen when I..."
1.2 Demonstrate good citizenship in classroom and school actions.	**1.2.1** Cooperate with adults and children in school or class activities.
	1.2.2 Share and take turns using play areas and classroom materials.
	1.2.3 Follow established rules for respecting and protecting personal and public property.
1.3 Compare good citizenship in the classroom and school to neighborhood and community citizenship.	**1.3.1** Give examples of good citizenship in the classroom, school, home and neighborhood or community.
	1.3.2 Make posters showing the actions of good citizens in the school, home and neighborhood or community.

Attributes of Character

COMPETENCY GOAL 1: The learner will exhibit good citizenship in the classroom, school, neighborhood, and community.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.3 Compare good citizenship in the classroom and school to neighborhood and community citizenship. *(Continued)*	**1.3.3** Classify the following responsible actions of citizens as being in the school (S) and neighborhood or community (N) or both (B) and make statements summarizing good citizenship in the school compared to good citizenship in the neighborhood. 1. Picking up litter along the road. 2. Keeping in line in the cafeteria. 3. Asking permission before borrowing another student's pencil. 4. Collecting newspapers from a neighbor to recycle. 5. Playing on the playground without fighting.

Attributes of Character/Respect for Law

COMPETENCY GOAL 4: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.1 Suggest and justify rules and laws for neighborhoods and communities.	**4.1.1** State the purposes and cite the usefulness of traffic lights, stop signs, and speed limits in the neighborhood or community.
	4.1.2 Explain reasons for laws (e.g., leash and immunization laws for dogs, litter laws).
	4.1.3 Propose laws for an imaginary neighborhood or community and explain and justify those laws to another.
4.2 Suggest the consequences of not obeying rules and laws.	**4.2.1** Respond appropriately to a question such as, "What might happen if a driver exceeds the speed limit?" (e.g., possible harm to self and others, getting caught).
	4.2.2 Identify logical consequences of adults disobeying rules and laws.
	4.2.3 Given a law (e.g., no littering, leash and immunization laws), give reasons for abiding by the law (e.g., personal safety and the safety of others, the public good, fear of punishment.)
4.3 Describe the basic authority given to local elected officials.	**4.3.1** List and describe in general terms the jobs done by selected local officials.
	4.3.2 Engage in role play to demonstrate the duties of local officials.
	4.3.3 Match a list of duties with the job titles of elected officials in the neighborhood or community.

COMPETENCY GOAL 4: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.4 Identify examples of responsible participation in neighborhoods and communities.	**4.4.1** From a role play or pictures, identify examples of children participating responsibly in the community.
	4.4.2 Analyze a simple case study of irresponsible actions and suggest responsible actions to replace them (e.g., neighbor ignoring leash law, neighbor dumping trash).
	4.4.3 Respond to questions such as: "Choose examples of adults acting responsibly. Explain why." a. Voting b. Littering c. Stopping at stop signs d. Burning trash carefully e. Letting dogs run loose in town
4.5 Evaluate fair and unfair procedures for dealing with neighborhood and community problems.	**4.5.1** Respond with "Fair" and "Not fair" to a list of hypothetical laws such as "Only persons with red hair may live here" or "All men must cut grass on Monday afternoons" and suggest reasons why the hypothetical laws are fair or not fair.
	4.5.2 Change an example of an unfair or unjust law to make it more fair or just.
	4.5.3 Given an unfair way of dealing with a problem (e.g., punish all students for the misbehavior of a few, arrest all drivers in order to catch those who drive unsafely), suggest procedures that are more fair.

Respect for Others

COMPETENCY GOAL 7: The learner will analyze religious and other cultural traditions.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
7.1	Identify religious and secular holidays observed in neighborhoods and communities.	**7.1.1**	Identify religious holidays celebrated by families.
		7.1.2	Describe customs related to specific religious holidays.
		7.1.3	Explain why holidays such as Independence Day are celebrated.
7.4	Identify selected famous people in history.	**7.4.1**	Compile a list of people for whom towns, streets, parks, schools, and public buildings near one's neighborhood or community were named.
		7.4.2	Describe the careers of persons for whom public holidays or observances are celebrated.
		7.4.3	Write an illustrated story or create a drama about the life of a famous person.

GOALS AND OBJECTIVES - GRADE THREE

Attributes of Character

COMPETENCY GOAL 1: The learner will exhibit good citizenship in the classroom, school, and community.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.1 Identify attributes of good citizenship.	**1.1.1** Brainstorm a list of actions or attributes of good citizens.
	1.1.2 Create a collage or web chart showing important attributes of good citizens.
	1.1.3 Write a description of a good citizen.
1.2 Cite skills of good citizenship.	**1.2.1** Identify habits such as following classroom and school rules, taking turns, gathering information before making up one's mind, cooperation and compromise, and abiding by majority decisions as skills of good citizenship.
	1.2.2 Complete a chart showing good citizenship in the classroom, in the school, on the play ground, and in the community.
	1.2.3 Create a role play or drama to demonstrate the skills of good citizenship.
1.3 Distinguish between school and community citizenship.	**1.3.1** From a list of behaviors, distinguish behaviors of school citizenship from those of the community.
	1.3.2 Make a collage or write a paragraph contrasting good citizenship in the school with good citizenship in the community.
	1.3.3 Role play a dialogue between a good adult citizen and a good student citizen of the school.

Attributes of Character/Respect for Law

COMPETENCY GOAL 4: The learner will apply concepts of authority, responsibility, and justice in a democratic society.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
4.1	Cite the need for persons in positions of authority and judge the privileges and limitations of such positions.	**4.1.1**	Given a position of authority (e.g., mayor, teacher, police officer, President), explain why that position is needed.
		4.1.2	Given positions of authority in a community, describe the privileges and limitations of each (Privileges: mayor conducts city council meetings, represents the city. Limitations: mayor must abide by the laws, must run for re-election).
		4.1.3	Compare the privileges and limitations of a position of authority and decide whether they balance.
4.2	Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.	**4.2.1**	Classify pictures or simple case studies into categories of responsible and irresponsible behavior and role-play responsible behaviors to replace irresponsible ones.
		4.2.2	Role play some consequences of not obeying rules and laws.
		4.2.3	Construct a collage or bulletin board display showing the positive results of obeying rules or laws.
4.4	Evaluate procedures for dealing with problems and conclude which are more just.	**4.4.1**	Given pictures or simple case studies of people dealing with problems, identify fair and unfair ways of dealing with problems.
		4.4.2	Role play fair procedures for dealing with children's problems at school.
		4.4.3	Given a problem situation in the community (e.g., dogs running loose, litter), suggest ways of dealing with the problem and decide which is most fair.

Respect for Others

COMPETENCY GOAL 7: The learner will analyze religious and other cultural traditions in a variety of communities.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
7.1	Identify and explain the importance of selected persons, patriotic symbols, and public observances.	**7.1.1**	Provide biographical information about and explain the importance of public figures (e.g., Washington, Jefferson, Lincoln, Roosevelt, the present President and Vice President) and people outside political life (e.g., Helen Keller, Benjamin Franklin, Thomas Edison, Harriet Tubman, Frederick Douglass, and Martin Luther King, Jr.).
		7.1.2	Identify and explain the importance of patriotic symbols such as the Flag, the National Anthem, the Statue of Liberty, the Washington and other monuments, and the Pledge of Allegiance.
		7.1.3	Match public holidays with symbols related to them and with people or ideas with whomthey are associated.
7.2	Distinguish between secular and religious symbols and explain why secular and religious holidays are celebrated as they are.	**7.2.1**	Given pictures of religious and secular symbols (e.g., cross, church, synagogue, Torah, mosque, Bible, flags, public buildings), identify each and categorize as religious or secular.
		7.2.2	Given descriptions of religious and secular holidays in the local community and other communities studied, write a story explaining why each is celebrated as it is.
		7.2.3	After receiving information about a religious or secular celebration in another culture, compare that celebration with one in the local community by creating a chart and using categories, such as time of year, special foods, decorations, who participates, and so forth.

Respect for Others

COMPETENCY GOAL 7: The learner will analyze religious and other cultural traditions in a variety of communities.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.3 Identify a variety of examples of cultural traditions.	**7.3.1** After a class discussion of holiday or regional customs (e.g., foods, decorations, family ways of doing things), conclude that cultural traditions are ways of doing things that are, handed down from generation to generation. **7.3.2** Create a collage of cultural traditions in the local community. **7.3.3** After brainstorming a list of favorite foods of class members, note the origins of such foods (e.g., hot dogs—Germany, tacos—Mexico) and conclude that our cultural traditions come from many sources.

GOALS AND OBJECTIVES - GRADE 4

Respect for Others

COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in North Carolina.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.2 Identify religious and ethical beliefs that have influenced life in North Carolina and assess the importance of this influence on North Carolina society.	**2.2.1** Brainstorm lists of what most people would consider to be right and wrong behaviors and suggest why people would agree on these lists.
	2.2.2 List religious buildings in the community, identify differences between the oldest and newest, and suggest why these differences might exist.
	2.2.3 Interview elderly members of several religious groups to learn about how these religious groups have influenced their members and the wider community and how they have changed over time
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.	**2.3.1** Identify a problem important to oneself or the class (e.g., litter, fights on the playground, cheating), gather information about it from a variety of sources, identify alternatives to the problem, state some criteria for evaluating those alternatives, and report findings and make recommendations to the class or to some other school group.

COMPETENCY GOAL 7: The learner will judge how well economic, social, and political institutions help the people of North Carolina meet their needs.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.2 Explain how the people of North Carolina meet their social needs through family life, education, religion, and other cultural activities.	**7.2.1** Generate lists of some social needs that families, religious beliefs, and education meet. **7.2.2** Create a role play or graphic representation to show how education meets some social needs. **7.2.3** Examine the local newspaper for listings of cultural activities such as dramatic and musical performances and write a paragraph explaining how these events meet some social needs of people.

Attributes of Character/Respect for Law

COMPETENCY GOAL 8: The learner will examine ways North Carolinians govern themselves.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.1 Identify major government authorities at the local, state, and national level, know how they are selected, and state their general areas of responsibility.	**8.1.1** Answer questions such as the following: The mayor is an official of which level of government? a. local b. state c. national
	8.1.2 State which of the following is more likely to be elected or appointed and explain why. a. sheriff b. police chief c. mayor d. board of education e. parks and recreation board f. fire chief g. senator h. superintendent of schools
	8.1.3 Given a governmental body, write a description or create a graphic representation showing its general areas of responsibility.
8.2 Demonstrate an understanding of the importance of responsible citizenship and explain ways North Carolinians can participate as citizens.	**8.2.1** Give examples of responsible and irresponsible actions by citizens and make inferences about the consequences of these actions.
	8.2.2 Write a description of an adult citizen acting responsibly.
	8.2.3 Make a collage or create a role-play depicting what citizens can do to enhance responsible participation in the community.

Respect for Law

COMPETENCY GOAL 8: The learner will examine ways North Carolinians govern themselves.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.3 Analyze ways North Carolinians deal with questions of justice.	**8.3.1** Generate some examples of laws that North Carolinians live by. State whether different groups or individuals would believe a given law to be just or unjust and tell why. **8.3.2** Select an important North Carolina problem, describe alternate solutions for the problem, and determine which solution(s) are most fair to the most people. **8.3.3** Given a benefit (e.g., more money for education, a new product to help farmers) or a burden (e.g., a tax increase, the closing of a factory), determine the fairest way to distribute it and explain the choice.

Respect for Others

COMPETENCY GOAL 12: The learner will trace developments in North Carolina history and describe their impact on the lives of people today.

OBJECTIVE	IMPLICATIONS FOR LEARNING
12.1 Identify people, symbols, and events associated with North Carolina's heritage.	**12.1.1** From brief descriptions of the accomplishments and lives of famous North Carolinians (e.g., Archibald Murphey, Kerr Scott, Henry Berry Lowry, Thomas Wolfe, Sam Ervin, Charles Spaulding, Susie Sharp), identify them.

GOALS AND OBJECTIVES - GRADE FIVE

Attributes of Character/Respect for Others

COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in the United States, Canada, and Latin America.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in the United States, Canada, and Latin America.	**2.2.1** Create graphs or write a summary showing the growing diversity of religious beliefs in the United States, Canada, or Latin America over the past century.
	2.2.2 Generate a list of names of religious leaders and associate each with the appropriate religious group.
	2.2.3 Create a visual representation of similarities and differences among major religious groups in Canada, Latin America, or the United States.
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.	**2.3.1** Using newspapers, newsmagazines, and radio and television reports, construct a list of issues or situations that are problems in the United States, Canada, or Latin America. Categorize these issues or problems as economic, political, or social. Suggest which problems might be easier or more difficult to solve and explain why.
	2.3.2 Identify an issue important to society in Canada, the United States, or Latin America (e.g., poverty, the environment), gather information from a variety of sources, state some criteria for evaluating those alternatives, and report findings to the class in written or oral form.
	2.3.3 Identify some important issues in Canada, Latin America, or the United States (e.g., immigration, care of children or the elderly), gather information about the issue, examine points of view surrounding the issues, identify alternative solutions to any problems, and discuss the analysis with knowledgeable adults.

Respect for Others

COMPETENCY GOAL 7: The learner will evaluate the extent to which basic cultural institutions of the United States, Canada, and Latin America help people meet their needs.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.2 Cite examples of the people of the United States, Canada, and Latin America meeting their social needs through family life, education, religion, and other cultural activities.	**7.2.1** Generate lists of some social needs that families, religious groups, and education meet in Canada, Latin America, and the United States. **7.2.2** Create a role play or graphic representation to show how education meets some social needs in Canada, Latin America, and the United States. Compare the role of education in the lives of people in the three areas of the Western Hemisphere. **7.2.3** View or read about some examples of drama, music, and other arts of Latin America, Canada, or the United States and write a paragraph explaining how they meet some social needs of people.

Respect for Law

COMPETENCY GOAL 8: The learner will examine ways the people of the United States, Canada, and Latin America govern themselves.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.2 Analyze how the societies of the United States, Canada, and Latin America deal with the issues of justice.	**8.2.1** Given descriptions of problems, suggest fair ways of solving them (correcting wrongs). Make inferences about how these solutions might be applied to problem situations in Canada, the United States, and Latin America.
	8.2.2 Analyze case studies of the treatment of minorities (e.g., Native Americans, immigrants, African Americans) in Canada, Latin America, and the United States, using as criteria the fair distribution of the benefits and burdens of society.
	8.2.3 Given descriptions of problems in Canada, the United States, and Latin America, analyze fair procedures for dealing with them.
8.3 Describe how governments in the United States, Canada, and Latin America select leaders and establish laws.	**8.3.1** Given a description of government in the United States, Canada, or Latin America, cite the authority by which the government operates (e.g., constitutions, the mandate of voters, tradition).
	8.3.2 List the steps by which leaders of national governments are chosen in Canada, Latin America, and the United States. Summarize these steps in a letter written to an imaginary friend who has no familiarity with governments in these areas.
	8.3.3 Given a description of the processes of lawmaking, determine if the lawmaking is occurring in Canada, the United States or a nation in Latin America. Create a graphic organizer or write a paragraph describing how laws are established in these nations.

Respect for Others

COMPETENCY GOAL 12: The learner will trace developments in the history of the United States, Canada, and *Latin America and assess their impact* on the lives of people today.

OBJECTIVE	IMPLICATIONS FOR LEARNING
12.1 Identify people, symbols, and events associated with the heritage of the United States, Canada, and Latin America.	**12.1.1** Brainstorm a list of words or phrases associated with the term "patriotic heritage." Write a paragraph describing the term. **12.1.2** Identify individuals, flags and other symbols of heritage of some of the states and nations studied and explain the significance of each. **12.1.3** Create a collage or other illustrative device depicting people, symbols, and events associated with the heritage of a Latin American nation, Canada, or the United States.

SOCIAL STUDIES - GRADE 6

Respect for Others

COMPETENCY GOAL 1: The learner will investigate the characteristics of the people of Europe.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.2. Describe similarities and differences among the peoples of Europe, including areas formerly in the Soviet Union.	**1.2.1** From photographs or other descriptive information about people in Europe, suggest some likenesses and differences. Assemble these likenesses and differences into usable categories.
	1.2.2 Make a collage illustrating likenesses and differences among people in Europe, using appropriate categories.
	1.2.3 Create a graphic organizer to illustrate likenesses and differences of two given groups in Europe.
1.3 Assess the role and status of individuals and groups in Europe and nations formerly in the Soviet Union, past and present.	**1.3.1** Brainstorm a list of people in Europe whose status has changed over time. Suggest reasons for the changes in status.
	1.3.2 Conduct research for a class report on the treatment of one group (e.g., Jews, gypsies, Moslems) at a given time in the history of Europe or nations formerly in the Soviet Union. In the report, assess the status of the group relative to the majority society.
	1.3.3 After studying the Baltic Republics, explain why native populations resented Russian domination and annexation after World War II.

Attributes of Character/Respect for Others

COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Europe.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in Europe and nations formerly in the Soviet Union.	**2.2.1** After research on the major religious faiths in Europe, identify important leaders and describe the basic beliefs and practices of each.
	2.2.2 From an appropriate description of a nation or area in Europe, list the influence of beliefs, individuals, and practices associated with major religions on life in the area.
	2.2.3 Create a collage or bulletin board display which indicates the influence of religious leaders, beliefs, and practices on an area of Europe.
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.	**2.3.1** Explain how religious groups have survived and resisted in the face of oppression (i.e., Protestant and Catholic groups during the Reformation, the Catholic Church in Poland, Christianity in general in the Soviet Union, Jews throughout Europe and the Soviet Union).
	2.3.2 Using a situation involving conflict between personal beliefs and the laws of the state, analyze the causes of the conflict, the options available to the individual, and choose a course of action for the individual.
	2.3.3 Given a situation involving the rise of extremist groups, analyze the situation and explain how such groups can be dealt with without threatening the personal liberties of all citizens.

Respect for Others

COMPETENCY GOAL 7: The learner will evaluate the extent to which basic cultural institutions help the people of Europe meet their needs.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.2 Cite examples of people of Europe, including areas formerly in the Soviet Union, meeting their needs through family life, education, religion, and other cultural activities.	**7.2.1** From an extended description of education (or religion, or of family life) in a nation of Europe, suggest how the institution helps people meet their needs. **7.2.2** Construct a bulletin board display or collage illustrating the services performed by one social institution in a given nation. **7.2.3** Using a list of basic social institutions (e.g., church, school, family), describe the influence of one in a particular society.

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Respect for Law

COMPETENCY GOAL 8: The learner will examine ways in which the people of Europe govern themselves.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.1 Describe how different types of governments in European countries, including nations formerly in the Soviet Union, carry out legislative, executive, and judicial functions.	**8.1.1** Given illustrations of the characteristics of governments of Europe, describe some ways of enforcing laws. **8.1.2** Compare the method of choosing the chief executive in France with choosing the chief executive in Russia. **8.1.3** From a description of the government of a particular nation, describe how that government makes laws for the people of the nation.
8.2 Analyze how governments in Europe, including areas formerly within the Soviet Union, deal with issues of justice.	**8.2.1** Brainstorm a list of words or phrases suggested by the term "justice." Create some categories from the list and examine a society of Europe using those categories. **8.2.2** Compare the judicial procedures of Germany and the United Kingdom. **8.2.3** Conduct research and report on methods of dealing with a particular crime, such as illegal drug use in given European nations.
8.3 Describe how governments in Europe, including areas formerly in the Soviet Union, select leaders and establish laws.	**8.3.1** From biographical information about several European leaders, describe how they came to office. **8.3.2** Analyze government action to solve a specific problem in a given nation (e.g., cleaning up the environment in the eastern part of Germany). **8.3.3** Using information about the legislative bodies of at least two European nations, compare how they make laws.

Respect for Others

COMPETENCY GOAL 12: The learner will trace developments in the history of Europe and the Soviet Union and describe their impact on the lives of people today.

OBJECTIVE	IMPLICATIONS FOR LEARNING
12.1 Identify people, symbols, and events associated with the heritage of European nations, including those formerly in the Soviet Union.	**12.1.1** Using the flags of selected nations, explain their symbolic representations. **12.1.2** Brainstorm a list of people associated with various nations of Europe. Identify these people as being of political, religious, economic, or social importance. **12.1.3** Generate a list of events, place the events in chronological order, cite the location(s) where the events occurred, and state the importance of each.

GOALS AND OBJECTIVES - GRADE 7

Respect for Others

COMPETENCY GOAL 1: The learner will investigate the characteristics of the people of Africa and Asia.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.2 Describe similarities and differences among peoples of Africa and Asia.	**1.2.1** Create a chart or other graphic organizer showing likenesses and differences among at least two of the following groups: a. Nigerian and Japanese factory workers b. Indian and South African farmers c. Kenyan and Saudi Arabian office workers d. Chinese and Egyptian merchants
	1.2.2 Make a collage or other visual describing likenesses and differences among selected people in Africa and Asia in terms of their physical attributes.
	1.2.3 Write a descriptive essay delineating similarities and differences among specific cultures in Africa and Asia.
1.3 Assess the role, status, and social class of individuals and groups in Africa and Asia, past and present.	**1.3.1** Construct a graphic organizer illustrating family groupings and differing roles of family members in one of the following: a. an Islamic family in Egypt b. a rural Chinese family c. an urban family in India d. a rural family in Ghana Use the chart to make any possible inferences.
	1.3.2 From selected examples of social reforms in modern India, compare the past and present status of one or more caste groups.
	1.3.3 Compare the status of women in traditional and modern China and write a brief essay assessing the importance of these changes for women and for all of Chinese society.

Attributes of Character/Respect for Others

COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Africa and Asia.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.2 Evaluate the influence of beliefs, religious practices, and individuals associated with major religions in Africa and Asia.	**2.2.1** Prepare a graphic organizer depicting major beliefs, practices, and important individuals associated with several of the following: a. Islam b. Buddhism c. Christianity d. Judaism e. Hinduism f. Animism Make inferences about similarities and differences among those chosen. **2.2.2** From examples of family traditions in a specific society of Africa or Asia, cite the influence of religion on these traditions. **2.2.3** Select one of the following religious/ ethical traditions and write a brief description of how its beliefs and practices influence the daily life of a believer: a. Islam b. Buddhism c. Hinduism d. Animism

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COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Africa and Asia.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.	**2.3.1** Role-play or write brief arguments for and against two of the following or other similar actions or policies: a. present-day Chinese birth control policies b. the outlawing of the caste system in India c. actions of major corporations in South Africa d. the use of kamikaze pilots or the atomic bomb in World War II e. the actions of the Chinese government in Tienanmen Square in 1989 **2.3.2** Create a diagram or written description of the conflicts a male or female teenager from one of the following areas faces in dealing with family expectations and individual ambitions or wishes: a. China b. Korea c. Nigeria d. South Africa e. India **2.3.3** Make a collection of news articles on African and Asian topics and identify and describesituations that involve ethical and moral questions.

Respect for Others

COMPETENCY GOAL 7: The learner will evaluate the extent to which basic cultural institutions of Africa and Asia help people meet their needs.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.2 Cite examples of the people of Africa and Asia meeting their social needs through family life, education, religion, and other cultural activities.	**7.2.1** From an extensive description of education, religion, or family life in a specific nation or culture area, suggest how the institution helps people meet their needs. **7.2.2** Construct a graphic organizer illustrating the services performed by one social institution in a given nation. **7.2.3** Using a list of basic social institutions (e.g., family, religion, education), describe orally or in writing the influence of each in one of the following nations: a. Egypt b. Nigeria c. China d. India e. Japan

Obedience to the Law/Respect for Law

COMPETENCY GOAL 8: The learner will analyze how societies in Africa and Asia govern themselves.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
8.1	Describe how different types of governments in Africa and Asia carry out legislative, executive, and judicial functions.	**8.1.1**	From a description of government in a given nation, identify its legislative, executive, and judicial functions.
		8.1.2	Create a graphic organizer showing how different types of governments (e.g., single party, multiple party, parliamentary, monarchy) in Africa and Asia are organized to carry out legislative, executive, and judicial functions.
		8.1.3	Compare the operations of the parliamentary government of Japan with those of the parliamentary government of India in a graphic organizer or brief essay.
8.2	Analyze how societies in Africa and Asia deal with issues of justice.	**8.2.1**	Brainstorm a list of words or phrases suggested by the term "justice." Categorize the list into (1) the fair distribution of benefits and burdens, (2) correction of wrongs and grievances, and (c) fair procedures for dealing with problems.
		8.2.2	From a description of a society in Africa or Asia, determine how fairly that society distributes benefits and burdens, corrects wrongs and injuries, and deals with problems. Summarize in writing.
		8.2.3	Create a graphic organizer comparing the judicial procedures of two nations of Africa and Asia.

Obedience to the Law/Respect for Law

COMPETENCY GOAL 8: The learner will analyze how societies in Africa and Asia govern themselves.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.3 Describe how governments in Africa and Asia select leaders and establish laws.	**8.3.1** Using biographical information about several leaders of African and Asian nations, describe orally or in writing how they attained their offices. **8.3.2** From information about the governments of two nations of Africa and Asia, create a graphic organizer comparing how they establish laws. **8.3.3** Select one of the following nations and describe in writing how its leaders are selected and laws established: a. China b. Indonesia c. South Africa d. Egypt e. Zimbabwe

Respect for Others

COMPETENCY GOAL 12: The learner will trace developments in the history of African and Asian nations and judge their impact on the lives of people today.

OBJECTIVE	IMPLICATIONS FOR LEARNING
12.1 Identify people, symbols, and events associated with the heritage of African and Asian societies.	**12.1.1** Using the flags of selected nations of Africa and Asia, explain their symbolic representations. **12.1.2** Brainstorm a list of people associated with various nations of Africa and Asia. Identify those people as being of political, religious, economic, or social importance.

SOCIAL STUDIES - GRADE EIGHT

Respect for Others

COMPETENCY GOAL 2: The learner will evaluate the effects of early contacts between various European nations and Native Americans.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.1 Identify Native American cultures and evaluate their contributions to North Carolina culture.	**2.1.1** When given a blank map of North Carolina, identify and label Native American groups which controlled specific regions in the colonial period.
	2.1.2 Brainstorm a list of contributions of North Carolina Indian cultures, classify the contributions, evaluate their enduring effects on the larger North Carolina culture.
	2.1.3 Using a writing format, such as a diary or letter, describe and evaluate American Indian contributions from either an American Indian or an European point of view.
2.2 Describe and explain differences between Native Americans and Europeans in their attitudes toward the use of natural resources.	**2.2.1** List resources available to Native Americans and categorize them according to their use (e.g., animal skins for clothing, grass rushes for mats).
	2.2.2 Using primary resources, such as John White's drawings of coastal Algonquians, describe how resources were used, and formulate hypotheses regarding the relationship between the Algonquian culture and its environment.
	2.2.3 Create a graphic organizer comparing Native American and European attitudes toward the land. Summarize differences.

COMPETENCY GOAL 3: The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
3.4	Identify and assess the role of prominent colonial figures.	**3.4.1**	Match a list of the names of individuals with their achievements and/or contributions.
		3.4.2	Generate a list of names of individuals prominent in colonial North America; describe their notable activities and/or contributions.
		3.4.3	Brainstorm a list of important characteristics of effective leadership. Apply these qualities to colonial governors, military leaders, Lords Proprietors, and Native American leaders.
3.5	Assess the role of ethnic, racial, and religious minorities in colonial society.	**3.5.1**	Identify the colonies established primarily on the grounds of religious freedom; research selected religious groups involved. On a map of Colonial America, trace the immigration into North Carolina of groups seeking religious freedom.
		3.5.2	Assume the role of one of the following early North Carolinians and write a letter describing your new home to relatives left behind in Europe or Africa: a. Quaker b. African American c. Scotch-Irish d. Huguenot e. Swiss f. German
		3.5.3	Develop lists of contributions made to life in colonial North Carolina by various ethnic and religious groups. Working individually or in task groups, develop and perform skits illustrating an understanding of various contributions.

Attributes of Character/Respect for Law

COMPETENCY GOAL 4: Trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.3 Judge the role of prominent Revolutionary Era leaders.	**4.3.1** Generate a list of prominent North Carolina and Revolutionary Era leaders and justify their selection in a one sentence statement.
	4.3.2 When given a list of prominent individuals from the Revolutionary Era, categorize them as one or more of the following: (M) Military; (P) Political; (T) Tory; or (R) Rebel. a. Josiah Martin b. Governor Tryon c. Cornelius Harnett d. Richard Caswell e. Nathanael Greene f. Lord Cornwallis g. George Washington h. Benjamin Franklin i. The Marquis de Lafayette j. Thomas Jefferson
	4.3.3 Select a prominent revolutionary leader, conduct research using various types of resources, and write a paper evaluating the significance of the individual's contributions.
4.4 Compare the Halifax Resolves and the Declaration of Independence.	**4.4.1** Given a series of revolutionary events, place the Halifax Resolves and the Declaration of Independence in the proper chronological relationship.
	4.4.2 Write an essay comparing ideas expressed in the Halifax Resolves and the Declaration of Independence.
	4.4.3 Role play events leading to and including the writing of the Halifax Resolves.

COMPETENCY GOAL 6: Assess the role of North Carolina in events of the Antebellum Era.

OBJECTIVE	IMPLICATIONS FOR LEARNING
6.4 Describe the history and status of minorities and women in t' ntebellum period.	**6.4.1** Generate a list of the names of prominent minorities and women in North Carolina; describe their notable activities and contributions to North Carolina and the United States. **6.4.2** Using a map showing the slave population of North Carolina, write an essay predicting how various sections of the state would respond to issues related to slavery. **6.4.3** Assume the role of one of the following. Select a writing format, such as a journal or exchange of letters, and react to Nat Turner's rebellion in 1831. a. a small farmer in Bertie County b. a factory worker in Alamance County c. a free black artisan in Cumberland County d. a peddler in Bladen County

Respect for Others

COMPETENCY GOAL 7: The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.1 Trace the development of sectionalism in North Carolina and the nation, and analyze the influence of slavery on this phenomenon.	**7.1.1** Construct a graphic organizer or write a paragraph describing the growth of sectionalism in North Carolina. **7.1.2** Construct a multi-dimensional time line comparing events in North Carolina to important national events or crises related to sectionalism. **7.1.3** Debate the topic: Slavery caused sectionalism.

COMPETENCY GOAL 8: The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late Nineteenth Century.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.3 Evaluate the influence of nationally prominent industrial and business leaders on life in North Carolina and the nation.	**8.3.1** Generate a list of prominent industrial and business leaders and write brief descriptions of their notable activities and/or contributions. Lists might include the following repre sentative examples: a. George Vanderbilt b. James B. Duke c. R. J. Reynolds d. Moses Cone e. Andrew Carnegie
	8.3.2 Research the life of a prominent individual; suggest how life in America would be different today without the contributions of that person.
	8.3.3 Select an individual for a North Carolina/United States Business and Industrial Hall of Fame; identify the individual's notable achievements; prepare a speech recommending induction to the Hall of Fame.
8.5 Analyze the factors that promoted and sustained racial segregation in North Carolina and the South.	**8.5.1** Compose a list of methods used to accomplish disenfranchisement and rank those methods as to their effectiveness.
	8.5.2 List and briefly describe areas of life that were racially segregated.
	8.5.3 Select one area of segregation for in-depth study followed by oral or written analyses.

Respect for Law/Respect for Others

COMPETENCY GOAL 9: The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.3 Trace pressures for and results of Constitutional amendments of the period for both the state and nation.	**9.3.1** Develop pro and con arguments regarding the ratification of the nineteenth amendment and conduct a simulated session of the North Carolina General Assembly to consider the amendment. **9.3.2** Assume the role of a proponent or opponent of the Eighteenth Amendment and perform one of the following tasks: a. Write an editorial arguing for ratification or defeat. b. Write letters to the editor favoring or refuting the editorial position of the news paper. c. Draw an editorial cartoon depicting a point of view. **9.3.3** Research the concerns of both factions in the national debate over one of the following: a. Prohibition b. the graduated income tax c. the direct election of United States Senators Report findings in oral or written form.
9.5 Judge the effects of religious controversy and social change on North Carolina and the nation.	**9.5.1** Brainstorm changes that occurred as North Carolina and the nation moved from an agrarian to an industrial society; list and categorize changes. Make inferences about similarities between North Carolina and the nation.

COMPETENCY GOAL 9: The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.5 Judge the effects of religious controversy and social change on North Carolina and the nation. *(Continued)*	**9.5.2** Select one example of religious controversy or social change affecting North Carolina, investigate the change and its causes and effects, and present findings in graphic format. Examples of change include the following: a. the evolution controversy b. the "Good Roads Movement" c. higher education d. organized labor **9.5.3** Write a persuasive essay on the topic: "_____ was the most important social controversy in North Carolina in the period."

Respect for Law/Respect for Others

COMPETENCY GOAL 11: The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.

OBJECTIVE	IMPLICATIONS FOR LEARNING
11.1 Describe the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina.	**11.1.1** Generate a list of important social and religious changes affecting the people of the United States and North Carolina; rank them in order of their importance to North Carolinians, and justify rankings. **11.1.2** Select from literary sources (plays, poems, or songs) passages which accurately express important social changes affecting the people of the state and nation. **11.1.3** Interview an individual living in 1946 and compose a biographical sketch, song, poem, or collage depicting social change from the viewpoint of that person.
11.3 Evaluate the major changes and events that have affected the roles of local, state, and national governments.	**11.3.2** Select a political change and create a graphic organizer depicting the effects of the change on the following: a. the elderly b. African Americans c. women d. Native Americans e. children and youth
11.4 Trace major events in the Civil Rights Movement and determine how this movement has changed the lives of North Carolinians.	**11.4.1** Construct a timeline or other graphic representation tracing major aspects of the Civil Rights movement.

Respect for Law/Respect for Others

COMPETENCY GOAL 11: The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.

OBJECTIVE	IMPLICATIONS FOR LEARNING
11.4 Trace major events in the Civil Rights Movement and determine how this movement has changed the lives of North Carolinians. *(Continued)*	**11.4.2** Select one of the following and create a graphic organizer showing its causes and effects for North Carolinians: a. Brown v. Board of Education b. the Greensboro sit-ins c. the Pearsall Plan d. the Civil Rights Laws of 1964 and 1965 **11.4.3** Assume the role of one of the following and write a letter of welcome to an incoming foreign visitor describing how the Civil Rights Movement has affected the lives of people in your position: a. an eighth grader in public schools b. a candidate for state-wide political office c. the owner or operator of a motel or restaurant d. an enlisted person stationed at a North Carolina military base
11.5 Analyze the role of religious pluralism in contemporary economic, social, and political life.	**11.5.1** Examine graphs, charts, and other data showing the growing diversity of religious beliefs in the United States and North Carolina. Summarize findings in writing. **11.5.2** Make hypotheses from summaries in 11.5.1 (above). **11.5.3** Assume that present trends toward religious diversity continue. Write a description of economic, political, and social life in North Carolina in the year 2050.

ECONOMIC, LEGAL, AND POLITICAL SYSTEMS IN ACTION
GRADES 9-12

Respect for Law

COMPETENCY GOAL 1: The learner will investigate issues and problems confronting the American economic, legal and political systems.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.6 Compare differing points of view on the proper role of government in the personal lives of citizens.	**1.6.1** Create written arguments for and against one of the following: a. compulsory school attendance laws b. mandatory seat belt laws c. mandatory drug testing in the workplace d. warning labels on alcohol and tobacco products **1.6.2** Participate in a debate on the proposition that legal age limits for the use of alcohol and tobacco are violations of privacy. **1.6.3** Given a case study involving the use of search warrants to obtain evidence in criminal cases, explain whether the search complied with the fourth amendment to the United States Constitution. Cite relevant Supreme Court decisions.

COMPETENCY GOAL 2: The learner will explain rights and analyze the obligations of responsible citizenship.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
2.1	Describe qualifications and procedures for voting and seeking office at the local, state, and national levels.	**2.1.1**	State the qualifications for voting with reference to age, citizenship, and residency requirements.
		2.1.2	Given a list of offices, state formal and informal qualifications for holding each.
		2.1.3	Create a timeline showing important procedures and events a hypothetical Presidential campaign and election.
2.4	Analyze consequences of compliance or noncompliance with laws governing society.	**2.4.1**	Using recent data on a problem such as shoplifting or employee theft, prepare a written summary of costs to consumers and the justice system.
		2.4.2	Research the facts regarding what a lending institution must reveal under the "truth in lending" statutes; write a paper analyzing the costs and benefits for the consumer and the lending institution.
		2.4.3	Study a recent case regarding a dispute between employees and their employers; indicate what appears to be the most responsible course of action for each party; role play the course of action and resolution.
2.5	Explain rights and freedoms available to all citizens of the United States.	**2.5.1**	Given a list of rights and freedoms of citizens, indicate those set forth in the Bill of Rights. Write a brief description of the sources of other rights and freedoms on the list.

COMPETENCY GOAL 2: The learner will explain rights and analyze the obligations of responsible citizenship.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.5 Explain rights and freedoms available to all citizens of the United States. *(Continued)*	**2.5.2** Prepare a speech to be delivered to a group of foreign visitors explaining the importance of the guarantees of the First Amendment.
	2.5.3 Select one right available to all citizens and write a letter to the editor or an editorial arguing for more responsible exercise of that right in the community.
2.6 Describe situations that benefit from volunteers and display a willingness to volunteer and undertake extra responsibilities for civic welfare at appropriate levels.	**2.6.1** Conduct a class or school survey to determine volunteer activities of students and adults and create an advertising campaign to encourage voluntary services needed by the community.
	2.6.2 After research, calculate the dollar benefit (savings) to communities for the services of volunteers (e.g., fire and rescue squads, hospital volunteers).
	2.6.3 Create a written plan for organizing a large community clean-up campaign.
2.8 Demonstrate the importance of being a responsible economic decision-maker.	**2.8.1** From a case study involving a consumer choice, choose what you think is a responsible course of action and write a paragraph justifying the choice.
	2.8.2 From an economic decision (e.g., plant closing, the location of a new plant), create a graphic organizer depicting the consequences to all who are affected by the decision.
	2.8.3 Create a role-play depicting the consequences of irresponsible economic decisions (e.g., overuse of credit cards, impulse buying).

COMPETENCY GOAL 4: The learner will analyze features of the economic system of the United States.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
4.2	Describe examples of how the United States economic system encourages private ownership of property and individual initiative.	**4.2.1**	Generate a list of ways in which property ownership is protected by local, state and national laws.
		4.2.2	After research, prepare an oral presentation on ways local, state and national governments support the free market economy (e.g. laws of contract, licensing).
		4.2.3	Select a prominent entrepreneur (e.g., Henry Ford, Sam Walton, Colonel Sanders, Mary Kay) and write a description of accomplishments to justify that individual's inclusion in an "Etrepreneurs' Hall of Fame."
4.9	Evaluate competing national economic goals and analyze the effects of these goals on various segments of society.	**4.9.1**	Generate one list of societal values and another of economic goals. Determine instances where there are conflicts between societal values and economic goals. Make written hypotheses about conflicts.
		4.9.2	Place in order of priority the following economic goals for the United States: efficiency, freedom, full employment, growth, price stability, and security. Write a persuasive essay defending your choice.
		4.9.3	Participate in a mock Senate hearing on a policy affecting the economy and present the point of view of a given interest group.

COMPETENCY GOAL 6 The learner will explain the function and importance of the North Carolina and United States Constitutions.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
6.6	Analyze cases which demonstrate how the United States Constitution and Bill of Rights protect the rights of individuals.	**6.6.1**	Analyze the case of *Gideon vs. Wainwright* or *Miranda vs. Arizona*, identify arguments on both sides and describe the impact of the Supreme Court's ruling on individual rights.
		6.6.2	Analyze the trial and appeals of Fred Korematsu and prepare an oral presentation on how the political climate influenced court decisions.
7.5	Identify key government officials, how they are chosen and their duties and responsibilities.	**7.5.1**	Given a list of selected government offices, create a chart showing how the officials are selected and the major duties and authorities of each.
		7.5.2	Interview or observe a government official in action and report orally or in writing on the duties performed during a given time period.

Respect for Law

COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
8.1	Illustrate the need for law in society.	**8.1.1**	Given a hypothetical situation involving the absence of rules or specified laws (e.g., a football game without rules; no traffic laws), describe possible consequences orally or in writing.
		8.1.2	Write a letter to a friend describing what it is like to live in a society without laws.
		8.1.3	Develop a list of how laws affect aspects of one's daily life and role play situations illustrating their importance.
8.2	Compare examples of criminal, civil, constitutional, and administrative law.	**8.2.1**	Define, give examples, and compare each of the following: a. criminal law b. civil law c. constitutional law d. administrative law
		8.2.2	Using an appropriate case study (e.g., arrest and booking procedures, the equal access law in operation in a high school), identify and discuss the constitutional issues in question.
		8.2.3	Describe the principle used by magistrates, judges, and jurors in deciding civil cases. Write a paragraph comparing this principle to the principle used in criminal cases.
8.4	Analyze methods used to inform citizens of the purpose and meaning of laws.	**8.4.1**	Conduct research and prepare an oral report on methods that were used to inform citizens about a recently enacted law (e.g., yard wastes and hazardous materials in landfills). Analyze the effectiveness of the methods used.

Respect for Law

COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
8.4	Analyze methods used to inform citizens of the purpose and meaning of laws. *(Continued.)*	**8.4.2**	Using a change in traffic laws, indicate which government agencies have a responsibility for informing the public and create a plan for informing all citizens about the change.
		8.4.3	Write an essay either agreeing or disagreeing with the statement "ignorance of the law is no excuse."
8.5	Describe the role of the executive branch in the implementation of laws and policies.	**8.5.1**	Select an enforcement problem such as sanitation standards for restaurants or building codes. Indicate what body enforces these laws and how they are enforced.
		8.5.2	Using examples of laws governing commercial air traffic, report on agencies and methods used to enforce them.
		8.5.3	After research on a problem such as illegal drug trafficking, create a graphic organizer showing agencies working to solve the problem, their effectiveness, and their inter-relationships.
8.6	Compare responsibilities, jurisdictions, and methods of individual law enforcement agencies.	**8.6.1**	Generate a list of criminal activities and a list of law enforcement agencies; match the crime with the agency primarily responsible for preventing the activity.
		8.6.2	After research, report on the jurisdiction and methods of a given law enforcement agency.
		8.6.3	Given a case study, decide if the accused was "entrapped" by methods used by the police and explain reasons for the decision.

Respect for Law

COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.7 Evaluate various methods used by society to deal with criminal and anti-social behavior.	**8.7.1** After research, prepare an oral report on the purposes of incarceration. **8.7.2** Describe methods, other than prisons, used to punish criminals. Compare the costs of incarceration and its alternatives in a chart or graph. **8.7.3** Write an essay supporting or rejecting the idea of using methods other than prison to deal with certain crimes.

Attributes of Character/Respect for Others

COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.

OBJECTIVE	IMPLICATIONS FOR LEARNING
10.1 Analyze individual and group decisions on the basis of a variety of standards including aesthetic, pragmatic, and ethical.	**10.1.1** Given a list of decisions to be made, identify those that are individual decisions and those involving questions of right and wrong (ethical). **10.1.2** Identify each of the following as ethical, aesthetic, and/or pragmatic decisions: a. A contractor substitutes inferior materials in a house under construction. b. A board of county commissioners awards a contract to the cousin of one of the members. c. An arts council announces which artists' works will hang in the gallery. d. A police officer "pulls" one of three speeding cars. Orally or in writing summarize similarities and differences among these decisions. **10.1.3** Select a current local issue of interest to many people (e.g., homeless in the community, the location of a new freeway or industry), assume the position of one of the following individuals or groups, and write a letter to the editor stating a position on the issue: a. president of the arts council b. a clergyman or rabbi c. the local chamber of commerce d. an environmental interest group (e.g., Sierra Club) e. a civic or service club (e.g., Lions, Sertoma)

Attributes of Character/Respect for Others

COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.

OBJECTIVE	IMPLICATIONS FOR LEARNING
10.2 Analyze examples of conduct by public officials, corporate officers, and private citizens in a variety of situations and evaluate their conduct in terms of given criteria.	**10.2.1** Imagine that a member of Congress is suspected of using public funds in questionable ways. Generate a list of criteria by which the member's actions might be judged. **10.2.2** Select a well-known product liability case. Assume the role of one of the following and prepare court testimony: a. an engineer or scientist who worked on the product b. a person injured by the product c. a distributor who sold the product d. a member of the board of directors of the corporation e. a representative of Consumers' Union **10.2.3** Engage in a classroom debate on the proposition that public officials should be held to higher standards of conduct than private citizens.
10.3 Evaluate positions on a variety of issues against given criteria.	**10.3.1** Generate as many points of view or positions as possible on each of the following: a. abortion b. gun control c. drug trafficking e. immigration Select one of the four and write a paragraph or create a graphic organizer setting forth the major positions on the issue.

Respect for Others

COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.

OBJECTIVE	IMPLICATIONS FOR LEARNING
10.3 Evaluate positions on a variety of issues against given criteria. *(Continued)*	**10.3.2** List the three most important criteria by which each of the following might be judged: a. humanitarian aid to underdeveloped nations b. aid to the homeless c. money for AIDS research and care d. the location of a hazardous waste disposal facility **10.3.3** Generate religious and scientific arguments for protecting the environment and write a brief essay comparing them.
10.4 Analyze the meaning and influence on our society of the religion clauses of the First Amendment to the United States Constitution.	**10.4.1** Define each of the following and summarize pertinent Supreme Court decisions relating to them: a. free exercise b. establishment clause c. "wall of separation" d. equal access **10.4.2** Using a summary of a Supreme Court ruling on freedom of religion, identify the principles followed in the ruling and create a graphic organizer to show the potential effects of the ruling on our society, **10.4.3** Given information on increasing religious diversity in our society, write a brief essay predicting future Supreme Court interpretations of the religion clauses of the First Amendment.

WORLD CULTURES — GRADES 9-12

Respect for Others

COMPETENCY GOAL 1: The learner will generalize that all people live within a variety of cultural arrangements.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.2 Analyze elements of a culture.	**1.2.1** Using a definition of culture, list in writing the elements of culture. **1.2.2** Select one of the following elements of any culture: a. language b. rules of social behavior c. education d. games and pastimes e. food Examine the element selected in a variety of cultural groups in order to generate a full description of the meaning of the selected element. Synthesize findings in a brief written statement. **1.2.3** Apply all identified elements of culture to a familiar cultural group to determine whether they are sufficient for a full examination of a culture. Revise if necessary and summarize elements graphically or in writing.

COMPETENCY GOAL 2: The learner will recognize the family as the most enduring social unit in any culture.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.2 Elaborate on various socially important functions that families perform, including the maintenance of cultural norms and mores.	**2.2.1** Generate a written list of functions that families perform in any culture. **2.2.2** Using a list of functions that families perform, create a graphic organizer depicting those functions. **2.2.3** From a description of family life in a given culture, summarize in writing ways the family maintains cultural norms and mores.

Attributes of Character

COMPETENCY GOAL 3: The learner will analyze the interaction of a culture with its physical environment.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.4 Assess the extent to which people reveal their cultural values as they modify and adapt to the environment.	**3.4.1** Generate a list of terms or ideas that might be called "cultural values". From the list, identify terms or ideas associated with the environment. **3.4.2** Using a description of a culture within its environment, identify examples of modifying or adapting to the environment. Orally or in writing, suggest any cultural values revealed by such interaction with the environment. **3.4.3** Write a persuasive essay entitled " Interacting with the Environment: Cultural Values as Expressed through _____ Culture".

Respect for Others

COMPETENCY GOAL 5: The learner will assess the importance of non-material expressions of a culture.

OBJECTIVE	IMPLICATIONS FOR LEARNING
5.1 Describe how such cultural expressions as religion, education, and language both maintain and communicate their cultures.	**5.1.1** Generate a definition of "cultural expressions". Apply the definition to the culture being studied and write a brief description of the expressions of that culture. **5.1.2** Create a chart or other graphic organizer illustrating the variety of religious beliefs, educational institutions, or languages in the culture being studied. Write a brief summary of the graphic depiction. **5.1.3** From information about the expressions of a culture, write a description of the culture.

Respect for Law

COMPETENCY GOAL 7: The learner will conclude that all cultures legitimize power to provide for security and internal order.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.2 Compare the political systems of various cultures using such criteria as individual rights, stability, the role of factions, and transfer of power.	**7.2.1** Generate written definitions of the terms "individual rights", "stability", "role of factions", and "transfer of power". **7.2.2** Select three diverse cultures and compare their political systems using two of the following criteria: a. individual rights b. stability c. role of factions d. transfer of power Report comparisons in graphic or written form. **7.2.3** Assume the role of a teenager in a nation in one of the following world areas and write an exchange of letters between the person and an American teenager comparing individual rights in the two societies: a. Latin America b. Africa c. Asia d. Europe
7.3 Judge the effectiveness of various political systems in addressing problems of security and internal order and in resolving conflicts between and among cultures.	**7.3.1** Analyze crime statistics from several authoritarian and democratic countries and decide if one type of government is more successful in crime prevention than another. Report findings orally or in writing.

Attributes of Character/Respect for Others

COMPETENCY GOAL 9: The learner will conclude that all cultures exist within the "Global Culture" created by technology and are affected by the emerging challenges of that culture.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.2 Judge the importance of cultural values as they affect relationships between and among cultures.	**9.2.1** From a description of a culture in its setting, generate a list of the values of the culture. Group terms on the list into workable categories.
	9.2.2 Using the culture and categories developed above, examine the relationships of the culture with its neighbors. Identify examples of cultural conflict and agreement among the cultures. Write a paragraph summarizing findings.
	9.2.3 Imagine that a visitor from one of the following cultures is planning a visit to your home. Write a letter of welcome that will help the visitor avoid making cultural errors or blunders as a guest in your home. a. Germany b. India c. Japan d. Brazil e. Egypt
9.3 Analyze current issues such as ecological/environmental concerns, political instability, and nationalism as emerging challenges for the "global culture."	**9.3.1** Generate a class list of issues or challenges facing the world. Categorize the list in terms of relative urgency and in other agreed-upon ways.
	9.3.2 Select one issue of urgency or personal interest, conduct research on it, and create graphic organizers describing it and showing its potential influence.
	9.3.3 Write a persuasive essay entitled " The Most Important Challenge to the Global Culture."

WORLD HISTORY — GRADES 9-12

Respect for Others

COMPETENCY GOAL 1: The learner will analyze the onset and development of cultural institutions in early civilizations.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
1.2	Trace developments and assess the achievements of early civilizations in Southwest Asia and North Africa.	**1.2.1**	On a map of the area locate the sites of early civilizations in Southwest Asia and North Africa. Make appropriate inferences about the influence of location on the development of these civilizations.
		1.2.2	Create a timeline showing the development of civilizations in Southwest Asia and North Africa.
		1.2.3	Select any one civilization in the area and write a brief essay justifying its achievements as being more important than others.
1.3	Trace developments and assess the achievements of early civilizations in South and East Asia.	**1.3.1**	On a map locate the sites of early civilizations in South and East Asia. Make any appropriate inferences about the influence of location on the development of these civilizations.
		1.3.2	Create a timeline or other graphic organizer showing the development of early civilizations in South and East Asia.
		1.3.3	Select any civilization in the area and write a brief essay justifying its achievements as being more important than others.
1.4	Compare the achievements of early civilizations in various settings.	**1.4.1**	Compare the artistic achievements of India, Egypt, and China in terms of their impact on the lives of the people of the societies. Report comparisons in writing or in an illustrated oral report.
		1.4.3	Given information about the governments and legal systems of early civilizations in Southwest Asia, Egypt, China, and India, compare them in terms of the security they offered people. Report findings using a graphic organizer.

Attributes of Character

COMPETENCY GOAL 2: The learner will analyze classical Eurasian civilizations and assess their enduring contributions.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.5 Describe and compare major Chinese, Indian, and Judeo-Christian beliefs.	**2.5.1** Create a graphic organizer showing the major beliefs of Buddhism, Christianity, Hinduism, and Judaism concerning at least three of the following: a. the purpose of life b. nature c. virtue d. the individual and society e. eternity Use the chart to make any appropriate inferences. **2.5.2** Write a script for a brief play in which Buddha, Christ, Confucius, and Lao-Tse discuss similarities and differences in their beliefs. **2.5.3** Write a essay comparing the effects on society of two of the following religious/ philosophical systems: a. Buddhism b. Confucianism c. Christianity d. Hinduism e. Judaism f. Taoism

Respect for Law

COMPETENCY GOAL 5: The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).

OBJECTIVE	IMPLICATIONS FOR LEARNING
5.5 Analyze the causes and assess the influence of political revolutions in England, North America, and France on individuals, governing bodies, and church-state relations (1640-1815).	**5.5.1** Create a timeline showing causes, events and individuals associated with one of the following revolutions: a. the "Glorious Revolution" in England b. the American Revolution c. the French Revolution **5.5.2** Assume the role of one of the following individuals and write a letter to a friend describing feelings and effects on daily life brought about by political revolutions in England, North America, and France: a. Marie Antoinette b. an American Tory c. Philip of Spain d. a Dutch merchant e. an English Protestant **5.5.3** Create a chart showing changes in church-state relations in England, France, and North America during the period. Make inferences about these changes.

Respect for Law

COMPETENCY GOAL 8: The learner will analyze problems and assess prospects of an interdependent world (1945-present).

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.5 Assess the degree to which the international community is capable of resolving recurring global dilemmas.	**8.5.1** Generate a list of organizations and/or activities the international community uses to resolve dilemmas. **8.5.2** Construct a chart or timeline tracing the efforts of one of the following to solve recurring global dilemmas: a. the United Nations b. the North Atlantic Treaty Organization c. the Warsaw Pact d. any individual nation **8.5.3** Engage in a classroom debate or write a dialogue between officials of different nations dealing with the proposition that the United Nations is capable of dealing with recurring global dilemmas.

Respect for Others/Attributes of Character

COMPETENCY GOAL 9: The learner will draw relationships between continuity and change in explaining human history.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.1 Analyze and trace developments in literary, artistic and religious traditions over time as legacies of past societies.	**9.1.1** Create a multidimensional timeline tracing literary, artistic, and religious traditions in one of the following world areas: a. Africa b. Asia c. Europe d. North America e. South America Make all possible inferences and/or generalizations from the timeline. **9.1.2** Construct or chart or write an essay comparing attitudes toward the individual in society, the good life, and the nature of humankind of any three of the following: a. Confucius b. Gandhi c. Shakespeare d. John Locke e. Machiavelli e. Marcus Aurelius f. Thomas Jefferson g. Martin Luther King **9.1.3** Select any one nation and create a timeline showing changes in literary and artistic traditions over time. Summarize changes in a brief essay.

COMPETENCY GOAL 9: The learner will draw relationships between continuity and change in explaining human history.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.4 Distinguish what is meant by "civilized behavior" or "civilization" in different times and places and link such meanings to the societies of which they were or are a part.	**9.4.1** Generate a classroom definition of "civilized behavior" or "civilization". **9.4.2** Describe orally or in writing "civilized behavior" or what was meant by "civilization" in two of the following: a. Athens in the Golden Age b. Mogul India c. medieval Russia d. Renaissance Italy e. Imperial Rome f. pre-Columbian Middle America g. T'ang China h. ancient Zimbabwe i. Germany during the Third Reich j. contemporary Saudi Arabia **9.4.3** Create and justify a written definition of "civilized behavior" and "civilization" for the twenty-first century in any given nation of the world.

COMPETENCY GOAL 3: The learner will analyze human characteristics of places.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.2 Explain how different culture groups view the use and modification of the physical environment.	**3.2.1** Assume the role of one of the following and explain your position on specific laws that are designed to protect the environment: a. a subsistence farmer in a developing nation b. an unemployed miner c. a manufacturer of earth-moving equipment d. a birdwatcher **3.2.2** Explain in writing the impact of education and technology on the use of forest resources in an industrialized nation. **3.2.3** Assume that you are a member of the local wildlife commission. Resolve a dilemma involving a clash between environmentalists and a group of American Indians over the restriction of fishing rights during certain seasons of the year.

Attributes of Character

COMPETENCY GOAL 5: The learner will investigate ways people interact with the environment.

OBJECTIVE	IMPLICATIONS FOR LEARNING
5.3 Elaborate on ways people modify and adapt to the environment in ways that reveal their cultural values.	**5.3.1** Explain how religion affects the use of animals as food in some cultures. **5.3.2** Resolve a dilemma that involves deciding between maintenance of a clean environment and the loss of jobs by several hundred people in a community. Explain why the decision is in the best interest of the community. **5.3.3** Propose a safety policy for a United States company that manufactures and markets potentially hazardous products in developing countries.

Respect for Others

COMPETENCY GOAL 7: The learner will evaluate the significance of the movement of people, goods, and ideas among various world regions.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.3 Illustrate how cultures grow and change through movement of people, goods, and ideas.	**7..3.1** Examine data on languages or religions found in a region and explain where the language or religion originated.
	7.3.2 Describe how South Africa or Brazil would be different today if there had been no contact with Europe during the past 500 years.
	7.3.3 Choose a natural disaster, a military event, or the discovery of a new resource. Prepare a report on how the event might contribute to cultural change.
7.4 Examine impacts of cultural barriers (religion, language, and politics) on the movement of people, goods, and ideas.	**7.4.1** Explain the advantages of speaking French if your job is to sell pharmaceutical products in France.
	7.4.2 Argue the proposition that a person would be safe living in a country recently defeated by his home country in a war. Explain your answer.
	7.4.3 Prepare a checklist of do's and don'ts for a new plant manager who will live in an Islamic country.

Respect for Others

COMPETENCY GOAL 8: The learner will demonstrate that regions are basic units of geographic study and explain differences among regions of the world.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.5 Develop an appreciation of the racial, ethnic, cultural, and religious diversity of a region.	**8.5.1** Construct a map showing the general location of the major language groups found in Eastern Europe.
	8.5.2 Create a chart that shows the absolute number and relative percentage of African Americans, Poles, Italians, Greeks, Chinese, Japanese and Hispanics who live in the city of Chicago.
	8.5.3 Construct a chart illustrating the religious diversity of Canada.
8.6 Examine similarities and differences within and among culture regions.	**8.6.1** Examine the role of parents and children in families from several ethnic groups and create a graphic organizer comparing them in terms of discipline of children, parental involvement in child rearing, parental roles outside the family, and relationships within the extended family.
	8.6.2 Examine census data to determine patterns in employment and professional pursuits by various ethnic groups. Explain reasons for any patterns that were observed.
	8.6.3 Analyze the relative status of various groups within a given society and explain why some groups have higher status than others.

Respect for Others

COMPETENCY GOAL 1: The learner will analyze those elements in the American colonial experience that led to separation from England.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.2 Describe the contributions of various racial, ethnic, and religious groups including African Americans and Native Americans to the development of a new culture.	**1.2.1** On maps of North America dated 1650, 1700, and 1750, locate major racial, religious, and ethnic groups. Make inferences about the location of these groups, changes over the century depicted, and their influences on the lives of others in those areas. **1.2.2** Given a list of achievements in any field (e.g., literature, education, the arts, crafts and industry) in the colonial period, identify the contributions of individuals or groups representing different racial, religious, and ethnic backgrounds to those achievements. **1.2.3** Select one racial, religious, or ethnic group including African Americans and Native Americans, and write a report or create a collage or other visual representation depicting its contributions to the development of a new culture.

Respect for Law

COMPETENCY GOAL 2: The learner will apply ideas of self-government as expressed in America's founding documents.

OBJECTIVE		IMPLICATIONS FOR LEARNING	
2.1	Trace the development of concepts of self-government in British North America from the Mayflower Compact to the Declaration of Independence.	**2.1.1**	Generate a list of words and phrases associated with the term "self- government."
		2.1.2	Examine political movements and writings of the colonial period and identify in them ideas of self-government.
		2.1.3	Create a diagram or timeline showing the development of concepts of self-government and be able to defend in writing any idea or event selected.
2.2	Associate ideas in the founding documents with their European origins.	**2.2.1**	Identify the ideas of each of the following that found some expression in the founding documents: a. Sir Isaac Newton b. John Locke c. Montesquieu d. Jean Jacques Rousseau e. Thomas Hobbes
		2.2.2	Given a document such as the Declaration of Independence, identify the European origins of some ideas.
		2.2.3	Prepare a written or oral report on the influence of European philosophical ideas on America's founding documents.
2.3	Analyze the Declaration of Independence and the Constitution of the United States as expressions of self-government.	**2.3.1**	Identify Constitutional provisions that both increased and restricted the rights of individuals, of representative assemblies, and of states.

Respect for Law

COMPETENCY GOAL 2: The learner will apply ideas of self-government as expressed in America's founding documents.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.3 Analyze the Declaration of Independence and the Constitution of the United States as expressions of self-government. *(Continued)*	**2.3.2** Create a diagram or write a paragraph comparing the preambles of the Declaration of Independence and the Constitution in terms of ideas of self-government. **2.3.3** Engage in a classroom debate or write a persuasive essay on the proposition that the Constitution was a check on self-government.
2.4 Evaluate the arguments of The Federalist and The Anti-Federalist papers as expressions of differing theories about self-government.	**2.4.1** Compare Federalist and Anti-Federalist viewpoints as expressed in the Papers on the following topics: a. the powers of the Presidency b. the role of Congress c. the judiciary **2.4.2** Summarize both Federalist and Anti-Federalist arguments regarding one of the following topics: a. state sovereignty b. the need for a Bill of Rights c. the danger of a tyrannical central (national) government **2.4.3** Imagine that authors of both Federalist and Anti-Federalist Papers are living today. Write a report from one of them on "how things have turned out" in relation to one of the following: a. separation of powers b. checks and balances c. the rights of individuals d. the rights of states

Respect for Law

COMPETENCY GOAL 2: The learner will apply ideas of self-government as expressed in America's founding documents.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.5 Judge the extent to which the Bill of Rights extended the Constitution.	**2.5.1** Summarize arguments both for and against adding the Bill of Rights to the Constitution. **2.5.2** Write an essay arguing that the careful enumeration of powers in the Constitution made a Bill of Rights necessary/ unnecessary. **2.5.3** Write a paragraph describing what might become of one of the following protections of the First Amendment if there were no Bill of Rights. a. religious freedom b. freedom of speech c. freedom of the press d. freedom of assembly

Respect for Law/ Respect for Others

COMPETENCY GOAL 3: The learner will judge the effectiveness of the institutions of the new nation in completing its independence. (1781-1815)

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.2 Judge the extent to which the institutions of the new nation protected the liberties of all its inhabitants.	**3.2.1** Elaborate on the political freedoms and any changes in those freedoms prior to 1815 available to the following: a. Native Americans b . African American slaves c. free people of color d. women e. wage earners f. landless farmers
	3.2.2 Assume the role of a member of a group denied political freedoms during this period, and write a letter to an elected official arguing that freedoms should be granted.
3.3 Trace the development of religious liberty and toleration in the new nation.	**3.3.1** Describe in writing the degree of religious freedom and toleration in the United States at the time of the Revolution.
	3.3.2 Formulate written arguments for and against government-sanctioned religious establishments during the period.
	3.3.3 Create a timeline showing growth in religious liberty and toleration to 1815. Write a paragraph summarizing the timeline and noting any exceptions to the general growth.

Respect for Others

COMPETENCY GOAL 4: The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.5 Evaluate the role of religion in the debate over slavery and in other social movements and changes of the period.	**4.5.1** Identify how denominational or general religious influences affected each of the following a. public schools b. education for women and girls c. temperance d. lyceums e. treatment of the insane f. communitarianism g. the Women's Rights movement Use the relationships identified to make generalizations about the influence of religion in these reform movements. **4.5.2** Assume the roles of an abolitionist and a slave holder and write letters citing religious justifications for each point of view. **4.5.3** Create a multidimensional timeline or other graphic organizer showing reform movements and reformers of the period. Write a brief summary of how these movements and individuals might have contributed to a growth of nationalism or sectionalism.

COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.

OBJECTIVE	IMPLICATIONS FOR LEARNING
6.4 Evaluate the effects of racial segregation on various regions and segments of American society.	**6.4.1** Define the term "racial segregation" and create a map showing areas of de facto and de jure segregation in the early twentieth century. **6.4.2** Investigate the effects of racial segregation on at least three of the following during the period: a. public education b. churches and other religious organizations c. professions (e.g., medicine, law) d. African Americans e. Native Americans f. Asian Americans Summarize findings in oral or written format. **6.4.3** Write a paragraph beginning with this topic sentence: "_____ was the most important effect of racial segregation on American society."
6.6 Analyze the influence of growing religious pluralism on American society.	**6.6.1** Use data on immigration to summarize changes in the degree of religious pluralism in the United States. Generate a list of some possible consequences of these changes.

COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.

OBJECTIVE	IMPLICATIONS FOR LEARNING
6.6 Analyze the influence of growing religious pluralism on American society. *(Continued)*	**6.6.2** Create a graphic organizer to show the influence of religious pluralism on one of the following: a. urban politics b. social welfare reforms c. temperance d. education and schooling **6.6.3** Assume the role of one of the following and create a monologue or write a letter expressing your feelings about growing religious pluralism: a. a New England Protestant b. a Protestant living in the small-town South c. a Protestant of German descent living in Wisconsin d. a Chinese laborer in San Francisco e. an African American living in Kansas f. a Republican Senator from Illinois

Respect for Others

COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the "Twenties" and "Thirties."

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.3 Describe challenges to tradition in religion, race, and gender during the period.	**8.3.1** Identify and describe the significance of each of the following, tracing its background and charting its effects: a. the Harlem Renaissance b. the Model T c. the "flapper" d. the Nineteenth Amendment e. the Eighteenth and Twenty-First Amendments f. the resurgence of the Ku Klux Klan g. the evolutionist controversy Associate each with challenges to religion, race, and gender. Prepare an oral or written summary. **8.3.2** Assume the role of one of the following, secure a class partner with a different role, and construct an oral or written dialogue to elaborate on how challenges to tradition in religion, race, and gender may have affected your life and work in the 1920's and 1930's: a. a white female college graduate b. an African American sharecropper in the Deep South c. an automobile worker in Detroit d. a "bootlegger" or "moonshiner" e. a farm wife in western Nebraska f. a tavern owner in Ohio g. an African American college graduate h. a Protestant minister in North Carolina i. an Italian-born factory worker in New England

COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the "Twenties" and "Thirties."

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.3 Describe challenges to tradition in religion, race, and gender during the period. *(Continued)*	**8.3.3** Write a persuasive essay entitled "_____ was the greatest challenge to tradition in the period."

Respect for Law/Attributes of Character

COMPETENCY GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II Era.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.1 Investigate reasons for the expansion of totalitarian governments during the period.	**9.1.1** Describe orally or in writing United States States foreign policy relationships in the 1920's and 1930's with at least two of the following: a. Latin American nations b. the Soviet Union c. China d. Germany and Italy e. France and England f. Africa
	9.1.2 Generate a list of reasons for the expansion of totalitarian governments. Place these reasons in the order of their importance and justify the order.
	9.1.3 In 1919 Woodrow Wilson said, "Arrangements of the present peace cannot stand a generation unless they are guaranteed by the united forces of the civilized world." Write a paragraph or short paper commenting on his prediction.
9.3 Identify major campaigns and personalities from the World War II era, and assess their importance to the conduct of the war.	**9.3.1** Generate a list of major campaigns and personalities of World War II. Place campaigns on a timeline or locate them on a world map. List in order the most important of them and justify the order.
	9.3.2 Categorize the list of personalities in 9.3.1 (above) into political, military, and other. Select one category and write a brief assessment of the importance of each person to the conduct of the war.

COMPETENCY GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II Era.

OBJECTIVE	IMPLICATIONS FOR LEARNING
9.3 Identify major campaigns and personalities from the World War II era, and assess their importance to the conduct of the war. *(Continued)*	**9.3.3** Select one of the following and write an extended description of it and its importance to the conduct of the war: a. "Rosie the Riveter" b. Office of Science Technology Research and Development c. the military draft d. the Atlantic Charter e. War Manpower Commission f. the Holocaust g. rationing h. "island hopping"

Respect for Others/Attributes of Character

COMPETENCY GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half century.

OBJECTIVE	IMPLICATIONS FOR LEARNING
10.3 Trace major events of the Civil Rights Movement and evaluate the impact of the movement on institutions and the lives of citizens.	**10.3.1** Place major events in the Civil Rights Movement beginning with World War II on a timeline. Associate the names of prominent leaders with those events. Justify all inclusions.
	10.3.2 Select one major event of the Civil Rights Movement and construct a web chart or other graphic organizer to show its influence on institutions and the lives of citizens.
	10.3.3 Construct written arguments for and against the proposition that the Civil Rights Movement revolutionized American society.
10.4 Assess the importance of growing religious pluralism and racial and ethnic diversity in American society.	**10.4.1** Examine data on religious affiliation showing numerical changes in religious groups and their adherents. Construct a chart showing these changes and use the reference information and the chart to make inferences about growing religious pluralism.
	10.4.2 Examine immigration figures for the last half century and compare them with those for the periods 1830-1850 and 1890-1910, noting changes in country of origin and in numbers of immigrants. Use this information to make inferences about increasing racial and ethnic diversity in American society. Summarize these inferences in writing.

COMPETENCY GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half century.

OBJECTIVE	IMPLICATIONS FOR LEARNING
10.4 Assess the importance of growing religious pluralism and racial and ethnic diversity in American society. *(Continued)*	**10.4.3** Assume the role of one of the following and write a monologue, a poem, or a letter to a friend discussing your feelings about increasing religious, racial, and ethnic diversity: a. a 90-year-old woman living in a small town in Iowa b. an eighteen year-old male high school drop out c. an accountant living in New York City d. a teacher of elementary school children in Texas

Vocational & Technical Education

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Building A Foundation

BUSINESS MANAGEMENT — GRADES 11–12

Respect for Law

COMPETENCY GOAL 6: The learner will identify and analyze legislation affecting labor relations.

OBJECTIVE	IMPLICATIONS FOR LEARNING
6.3 Identify and analyze equal employment and affirmative action legislation.	**6.3.5** Debate the issue — "Is there still a need for Affirmative Action Programs?" Why? or Why not? **6.3.6** Collect information that describes the types of discrimination that still exist in business today (difference in wages and salaries for racial minorities and women, etc.)

CHILD CARE II – GRADE 12

Respect for Law

COMPETENCY GOAL 20.00: Analyze government regulations for operating a child care center.

OBJECTIVE	IMPLICATIONS FOR LEARNING
20.01 Determine steps and procedures to obtain a license to operate a child care center.	**20.01.01** Lead a class discussion on the federal, state, and city regulations that must be considered when planning a new child care facility. Are the regulations the same for a new building as for a building that is being remodeled? Why is it vital that regulations regarding a facility be met?
	20.01.02 Have students evaluate potential sites for locating a child care facility. Use classified ads, a real estate agency, or a field trip into the community. Share the outcome of the evaluations in class. Is the location convenient and attractive? Is the area safe? Is the site near public transportation? Is the site easy to locate but off busy streets? Is the neighborhood stable? Is the center close to a well–kept and safe park/ shopping center?
	20.02.03 Lead the class to brainstorm on the needs of children and staff that should be accommodated when planning a facility. What design features can help reduce stress, behavior problems, and frustrations? What facilities are needed to accommodate the needs of adults? In what ways can the physical environment affect the staff?

COSMETOLOGY — GRADES 10, 11, & 12

Respect for Law

COMPETENCY GOAL 003: Identify state law, rules, and regulations.

OBJECTIVE	IMPLICATIONS FOR LEARNING
003.03 List the requirements for obtaining a cosmetology license.	**003.03.1** Match terms associated with the Cosmetology Board Examination to their correct definitions. Information Sheet – Basic Operator (CIMC – XXX – 9)
	003.03.2 State qualifications and requirements for live model. Information Sheet – Basic Operator (CIMC – XXX – 9)
	003.03.3 Complete sample written test for the Cosmetology Board Examination. Assignment Sheet 1 – Basic Operator (CIMC – XXX –29)
	003.03.4 Replicate the practical test in preparation for the Cosmetology board Examination. Job Sheet 1 – Basic Operator (CIMC – XXX – 39)

FOOD PRODUCTION AND MANAGEMENT – GRADE 11

Respect for Law

COMPETENCY GOAL 3.00: Maintain high safety standards in food preparation, service, and cleanup tasks.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.01 Summarize safety obligations of management and employees.	**3.01.01** Provide samples of restaurant licenses or permits for students to examine. Ask students to list the kind of information included on the sample permits.
	3.01.02 Provide a list of safety rules and regulations for the food service laboratory to each student. Lead a class discussion on and review the safety rules and regulations frequently with the class.
	3.01.03 Name, appoint, or have students elect a safety committee for each food service lab that can assist in monitoring safety rules and regulations. Ask the committee to report any unsafe conditions or practices immediately.

FOOD PRODUCTION AND MANAGEMENT – GRADE 11

Respect for Law

COMPETENCY GOAL 6.00: Follow federal, state, and local sanitation codes for food preparation and service.

OBJECTIVE	IMPLICATIONS FOR LEARNING
6.02 Follow sanitary procedures for food preparation and service.	**6.02.01** Have students determine what laws or codes protect food served in your community or city. Have students report their findings in class. What penalties may be imposed if regulations are not met? Who enforces the codes of regulations? What does a sanitarian inspect?
	6.02.02 Invite a sanitation inspector from the state, county, or city health department to explain the legal aspects of food service sanitation codes or regulations. Ask the speaker to conduct an inspection of the school foods laboratory explaining to the students what is looked for when inspecting a food–service facility.
	6.02.03 Have students look at a sample inspection report for a food–service establishment (available from the State Department of Health). What does an inspector check when inspecting a food–service facility? Why are these things checked? When are inspections conducted?

FUNDAMENTALS OF TECHNOLOGY— GRADES 9–12

Respect for Law

COMPETENCY GOAL 2:00: Participate in a responsible manner as an individual or team member to plan, organize, and carry out activities and projects.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.02 Demonstrate safe laboratory behavior.	**2.02.01** Review safety conduct and procedures for the laboratory. Discuss the relationship between course safety requirements and OSHA standards as applied to business and industry.

MEDICAL SCIENCES II – GRADE 12

Respect for Law

COMPETENCY GOAL 5: The student will be able to apply clean and safe practices within the clinical settings.

OBJECTIVE	IMPLICATIONS FOR LEARNING
005.01 Demonstrate practices that protect a health team member within a clinical setting.	COGNITIVE (HOTS): Have the students research in groups, write scripts, and produce a video demonstrating safe and unsafe worker practices. (Communications, Science, Health and Safety, the Arts, Social Studies, Mathematics, Citizenship, and SCANS) AFFECTIVE: Have the students discuss how they would feel if they were assigned to the following situations: 1. A 19–year–old male who has tested positive for HIV. 2. A radiologic technologist who has developed Hepatitis B as a result of failing to properly use Universal Precautions while caring for a patient. 3. A dental hygienist who is recovering from a back injury after poor practices of body mechanics. (Communications, Science, Health–Safety, Social Studies, Mathematics, Citizenship, and SCANS) PSYCHOMOTOR: Have the students return teacher demonstrations on the following: TASK: Applying Universal Precautions. TASK: Applying OSHA Standard or Bloodborne Pathogens. TASK: Applying body mechanics. (Communications, Science, Health–Safety, Social Studies, Mathematics, Citizenship, and SCANS) HOSA: Have the students create scenarios related to the effects of the OSHA Standard on Bloodborne Pathogens on health care facilities using the competitive event guidelines for the Creative Problem Solving Competitive Event. Exchange and practice the event. Recognize students. (Communications, Science, Health–Safety, the Arts, Social Studies, Mathematics, Citizenship, and SCANS)

STRATEGIC MARKETING GRADES 11 – 12

Respect for Law

COMPETENCY GOAL: Explain the economic environment in which marketers work.

OBJECTIVE	IMPLICATIONS FOR LEARNING
3..02 Describe the relationship between consumers, businesses, and government.	**3.02** Explain responsibility of business in consumer protection, copyright laws, and protection of competition in a free market. **3.03** Explain governmental responsibility in public safety and health.

ALLIED HEALTH SCIENCES I – GRADE 11

Attributes of Character

COMPETENCY GOAL NO 8.1: The student will be able to analyze human behavior as it relates to human relations.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.1.2 The student will be able to analyze factors that influence human behavior.	COGNITIVE (HOTS): Have the students to write their interpretations of basic psychological needs expressed in the following from Addison, a noted psychologist. "The grand essentials to happiness in this life are something to do, something to love, and something to hope for." Have them to investigate the perceptions of at least 5 individuals at different age/developmental levels regarding the same statement. Have them to submit a summary report which compares their interpretation to those of others. Justification for differences should be included. (Social Studies, Science, Communications, Health–Safety, Citizenship, and SCANS) COGNITIVE: Have the students write a brief description of a situation involving them or someone from a different culture (national, religious, rural versus urban) or social economic background. Include evidences of misunderstanding or distrust and reasons why. Discuss with class. (Communications, Social Studies, Science, Health–Safety, Citizenship, and SCANS) AFFECTIVE: Have the students make an observation of themselves or others and describe examples of behavior which illustrate the following. Make a list of these examples and discuss with class. (a) The need for acceptance/respect by others. (b) The need for conformity. (c) The need for feeling that others care. (d) The need for appreciation. (Communications, Science, Social Studies, Health–Safety, Citizenship, and SCANS)

ALLIED HEALTH SCIENCES I – GRADE 11

Attributes of Character

COMPETENCY GOAL NO 8.1: The student will be able to analyze human behavior as it relates to human relations.

OBJECTIVE	IMPLICATIONS FOR LEARNING
8.1.2 The student will be able to analyze factors that influence human behavior. *(Continued)*	PSYCHOMOTOR: Have the students create scripts and role play early influences in their lives which shaped the patterns of behavior which they now use. (Communications, Science, Social Studies, Citizenship, Health–Safety, the Arts, and SCANS) SPECIAL NEEDS: Have the students list the expectations they have for people 65 years of age and over. Discuss with class. (Communications, Science, Social Studies, Health–Safety, Citizenship, and SCANS) HOSA: Have the students divide into groups of four to seven to discuss a controversial issue such as "The Right to Die." Any topic about which people have varying opinions will do, i.e. "capital punishment." Have the students identify different positions on each issue. Each student should choose one position from "Strongly For" to "Strongly Against." On a sheet of paper, have the students write a paragraph defending their position. Compare their opinions with the other opinions in their group. Discuss. (Communications, Social Studies, Science, Health–Safety, Citizenship, and SCANS)

COSMETOLOGY – GRADES 10, 11, & 12

Attributes of Character

COMPETENCY GOAL 008: Apply acceptable work habits and behavior.

OBJECTIVE	IMPLICATIONS FOR LEARNING
008.04 Select ways to get along with patrons.	**008.04.01** Describe each of the following traits or ethical practices in detail: 1) Personality, 2) Ethics, 3) Manners, 4) Courtesy, 5) Graciousness, 6) Humor, 7) Attitude, 8) Loyalty, 9) Punctuality, and 10) Good grooming. Assignment Sheet 2 (CIMC – 1 – 27)

Attributes of Character

COMPETENCY GOAL 9: Determine ways to account for oneself and act responsibly toward others (peers, family, and society).

OBJECTIVE		IMPLICATIONS FOR LEARNING	
9.01	Consider ways to demonstrate personal responsibility.	**9.01.01**	Work in pairs to define the term "responsible." (Note: Write various definitions on the board/overhead. Answers might include: being accountable for one's actions, able to answer for one's conduct, etc..)
		9.01.03	List ways you can act responsible toward your peers, family, and society.
		9.01.07	Write a short essay on the topic, "Ways I Will Account for Myself and Act Responsible Toward Others." Proofread your work carefully, then enter the essay in an essay contest sponsored by your Exploring Life Skills Teacher.

FOOD PRODUCTION AND MANAGEMENT — GRADES 11

Attributes of Character

COMPETENCY GOAL 2: Analyze personal qualities which lead to job success in food production and management.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.03 Describe personal qualities, experience, training, and/or education needed to qualify for food production and management careers.	**2.03.01** Invite a food service employer to talk with the class about what the employer looks for when interviewing a prospective food service employee. Have students prepare questions prior to class for the speaker to answer. Have the speaker discuss what type of training is needed and when it can be obtained.
	2.03.02 Divide the class into three groups. Give each group a card with the name of a skill needed by a food service employee written on it. Examples include human relations skills, mathematics skills, and communications skills. Have each group then discuss what comprises those skills and why a food service employee needs them. Have each group present their ideas to the class.

FUNDAMENTALS OF TECHNOLOGY — GRADES 9 – 12

Attributes of Character

COMPETENCY GOAL 2:00: Participate in a responsible manner as an individual or team member to plan, organize, and carry out activities and projects.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.01 Apply management and communication skills in an effective manner.	**2.01.01** Conduct class decision–making processes using parliamentary procedures. Use TQM tools to arrive at consensus on group activities.

HORTICULTURE I — GRADES 10 OR 11

Attributes of Character

COMPETENCY GOAL 2.0: Conducting a Business Meeting

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.3 Demonstrate the ability to preside over meetings.	**2.301** Conduct meeting with fairness and sensitivity to members of group.

OFFICE TECHNOLOGY AND PROCEDURES I — GRADES 11 – 12

Attributes of Character

COMPETENCY GOAL 2: Exhibit interpersonal skills, work habits, and attitudes that are acceptable in business.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.9 Describe basic office customs and acceptable social behavior in an office setting.	**2.9.1** Visit a medical office and observe. Visit a sales office and observe. Write a one–page report on social behavior in the two offices. **2.9.1** Discuss standard social behaviors.

PARENTING AND CHILD DEVELOPMENT — Grades 9 – 12

Attributes of Character

COMPETENCY GOAL 11: Work with others informally to accomplish group goals.

OBJECTIVE	IMPLICATIONS FOR LEARNING
11.01 Use information to determine group action.	**11.01.01** Survey parents and grandparents for information concerning old wives tales about pregnancy and childhood. Create a poem using a finding from the survey. Include in your poem the correct information about your finding.
	11.01.02 Complete an oral report about a topic related to parenting and child development. Possible topics include birth defects, a modern child development theorist, toy safety, or child care careers.
	11.01.03 Create a graph of everyone's birth weight or age for walking. Use the computer to assemble the graph. Compare to norms discussed in the texts.
11.02 Use interpersonal communication skills to accomplish group goals.	**11.02.03** Observe parents and children in a problem situation. Identify parents' leadership style and communication skills used to solve the problem.
	11.02.04 Brainstorm possible conflicts within a family. Write prescriptions for improved communication either to prevent or resolve conflicts.
	11.02.05 Develop a conflict resolution plan for a family to resolve a conflict. Role play selected strategies.

STRATEGIC MARKETING — GRADES 11 – 12

Attributes of Character

COMPETENCY GOAL: Explore marketing and career opportunities requiring marketing skills.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.02 Describe the evolution of the marketing concept and its social impact.	**2.02 B** Define the societal marketing concept. **2.02 C** Identify social issues. **2.03 D** Evaluate ethical decisions.

BUSINESS LAW — GRADES 11 – 12

Respect for Others

COMPETENCY GOAL 7: Explain the responsibilities of minors within the law.

OBJECTIVE	IMPLICATIONS FOR LEARNING
7.1 Explain the rights and duties of minors as individuals, students, and drivers.	**7.1.1** Research and report on the rights and duties of minors in one of the following areas: a. as individuals, b. as students, and c. as drivers.
	7.1.2 Have as a guest speaker, a lawyer, or officer of the court, that works with or is familiar with laws that specifically affect minors.

COSMETOLOGY — GRADES 10, 11, & 12

Respect for Others

COMPETENCY GOAL: Apply acceptable work habits and behavior.

OBJECTIVE	IMPLICATIONS FOR LEARNING
008.01 Name two basic factors which influence job success.	**1.** Define communication and human relation skills required in a salon. Information Sheet – Cosmetology Core (CIMC – X – 15)

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Respect for Others

COMPETENCY GOAL 4:00: Assess historical and contemporary developments and future trends of technology.

OBJECTIVE	IMPLICATIONS FOR LEARNING
4.02 Assess the impact of selected historical and contemporary developments of technology.	**4.02** Determine the impact of a selected development of technology on: 1) the individual, 2) society, and 3) the environment.

7210 HEALTH TEAM RELATIONS — GRADES 9 – 12

Respect for Others

COMPETENCY GOAL 001.00: The student will be able to evaluate health team leadership and/or management styles as they relate to personal characteristics.

OBJECTIVE		IMPLICATIONS FOR LEARNING
001.01	The student will be able to critique a personal assessment as related to leadership/management styles.	COGNITIVE (HOTS): Have the students work in teams and interview 6 health team members and school or community leaders, formulating a list of positive and negative leadership/ management traits from which each will develop a personality inventory to critique his/her leadership/ management traits. Have the class reach a consensus on the inventory. (Communications, Social Studies, Science, Citizenship, and SCANS) COGNITIVE: Have the students read handout on "Positive Traits of a Good Leader and Manager" and using a checklist, assess personal leadership traits. Discuss results with class. Discuss why respect is an admirable trait. Relate to being a health team member. (Communications, Social Studies, Science, Mathematics, Citizenship, and SCANS) AFFECTIVE: Have the students write the names of five national and international health care leaders they admire and names of leaders they do not admire. Discuss reasons why they do or do not respect these leaders. (Communications, Social Studies, Science, Citizenship, and SCANS) PSYCHOMOTOR: Have the students demonstrate leadership skills by playing the "Leadership Game." Discuss and relate to being a health team member with group results. (Communications, Science, Social Studies, Citizenship, The Arts, and SCANS)

7210 HEALTH TEAM RELATIONS — GRADES 9 – 12

Respect for Others

COMPETENCY GOAL 001.00: The student will be able to evaluate health team leadership and/or management styles as they relate to personal characteristics.

OBJECTIVE	IMPLICATIONS FOR LEARNING
001.01 The student will be able to critique a personal assessment as related to leadership/management styles. *(Continued)*	SPECIAL NEEDS: Have the students complete "word find." Relate to positive leadership traits. (Communications, Social Studies, Citizenship, and SCANS) HOSA Have the students invite a health care worker to a HOSA meeting to discuss leadership traits necessary for a health care worker to possess. Create questions for the HOSA Bowl. (Communications, Social Studies, Science, Health/Safety, Citizenship, and SCANS)

HORTICULTURE I — GRADES 10 – 11

Respect for Others

COMPETENCY GOAL 3.0: Perform Parliamentary Procedure Abilities

OBJECTIVE	IMPLICATIONS FOR LEARNING
3.3 Perform at least five Parliamentary abilities in realistic situation.	**3.3.1** Select one of four case studies; plan with team the correct procedure to use; demonstrate procedure for class.

INDEPENDENT LIVING — GRADES 10 – 11

Respect for Others

COMPETENCY GOAL 1: Explain the various roles of an adult.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.02 Relate adult roles and responsibilities to societal trends.	**1.02.03** Hold a panel discussion of dual–career couples. Complete a listening sheet. Write a summary describing the roles and responsibilities of dual–career couples. Share the summaries with the class.
	1.02.04 Conduct a survey of 3 mothers in the work force regarding the reason for working outside the home; mother's age; number and ages of children; type of child care utilized; cost of child care; family income/benefits; etc. Compile information gathered into a computer–generated graph or chart. Discuss the results.
	1.02.05 Discuss current and future trends of adult roles in our society. Write a paper entitled "2020," detailing your responsibilities in the year 2020.

MARKETING MANAGEMENT — GRADES 11 – 12

Respect for Others

COMPETENCY GOAL: Explain the role of and perform tasks related to leadership and supervision in marketing.

OBJECTIVE	IMPLICATIONS FOR LEARNING
2.02 Explain the relationship of communications to employee morale and motivation and perform related tasks.	**2.02A** Define employee morale and motivation. **2.02C** Explain the factors which affect employee morale. **2.02D** Explain ways to build employee morale. **2.02E** Handle employee complaints and grievances. **2.02F** Explain the concept of employee participation in policy making.

PARENTING AND CHILD DEVELOPMENT — GRADES 9 – 12

Respect for Others

COMPETENCY GOAL 1: Summarize the relationship between learning about children and becoming a caring parent.

OBJECTIVE	IMPLICATIONS FOR LEARNING
1.01 Interpret the impact of parents on the developing child.	**1.01.03** Complete interviews of family members discussing their childhood experiences and how they influenced their parenting styles.
	1.01.04 Discuss the early bonding experience between parents and infant. What difficulties does the child have if this bonding does not occur? How is it helpful for the father to be consciously included in this experience?
	1.01.05 Bring in one item from your childhood. Show to the class and explain the history of the item. What does it mean to you?
	1.01.06 Throughout the year, share and participate in family traditions. Explain how different ages could participate.

Resources

BEST COPY AVAILABLE

ORGANIZATIONS THAT PROVIDE CITIZENSHIP AND CHARACTER EDUCATION MATERIAL

American Bar Association/Special Committee on Youth Education for Citizenship
541 North Fairbanks Court
Chicago, Illinois 60611-3314
(312)988-5735
FAX: (312) 988-5032

Since 1971 the ABA/YEFC has provided consulting and a clearinghouse for organizations and institutions with an interest in law-related education. This organization works with school systems, bar associations, justice agencies, and community groups to develop viable programs for youth. They publish newsletters, reports, and other publications to support law-related education programs.

Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, VA 22314-1403
(703)549-9110
FAX: (703)549-3891

ASCD has published the November 1993 issue of *Educational Leadership,* devoted to character education; *How to Plan a Program for Moral Education* by Merrill Harmon; and *Moral Education in the Life of the School.*

Baltimore County Public Schools
Towson, MD 21204
(410)887-2063
FAX: (410)887-4308

This program integrates the teaching of values throughout all curricular areas. Local school values committees are responsible for identifying a common core of values to be stressed for their school population. Materials include *How to Establish a Values Education Program in Your School: A Handbook for School Administrators.*

Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91032
(818)591-9330
FAX: (818) 591-9330

The Center for Civic Education has been engaged in research, development, and implementation of programs for elementary and secondary students for more than 30 years. The have produced the *Law in a Free Society* curriculum that features lessons and units on concepts such as authority, justice, and responsibility, and the *We the People* curriculum which focuses on the history and principles of the United States Constitution and the Bill of Rights. In addition, they have developed middle school programs with a focus on civic action by students in the areas of drug abuse and school violence. This organization also coordinated the development of the national civics standards.

Center for Creative Leadership in Law-Related Education
Wake Forest University School of Law
2714 Henning Drive
Winston Salem, NC 27106
(910)437-1054
FAX: (910) 721-3353

CRADLE provides a variety of staff development and technical assistance for teachers and leaders in the area of law-related education. They have a large repository of teacher developed law-related and civic education materials. They have also developed strategies for implementing a North Carolina mock trial competition and for using technology in law-related education classes.

Character Education Institute
8918 Tesoro Drive
San Antonio, TX 78217
(800)284-0499
FAX: (210)829-1729

This organization distributes the Character Education Curriculum which is designed to help pre-kindergarten through middle school students build self-esteem, avoid substance abuse and negative peer pressure, understand and accept diversity in society, use self-discipline to achieve goals, and develop critical thinking skills.

Community of Caring, Inc.
1350 New York Ave., NW
Suite 500
Washington, DC 20005
(202)393-1250
FAX: (202)737-1937

Community of Caring combines teacher training, values discussions, teen forums, parental involvement and community service with already existing school programs to address early sexual development, teen pregnancy, substance abuse, and school dropout. It stresses the relationship between the decisions teenagers make in life and individual value systems by emphasizing the importance of respect, responsibility, trust, caring, and the family.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, California 90005
(213)487-5590
FAX: (213) 386-0459

407 South Dearborn, Suite 1700
Chicago, Illinois 60605
(312)663-9057
FAX: (312) 663-4321

Since 1962 CRF has been developing programs for middle and high school students on a broad range of topics. This is a private nonprofit organization that develops instructional materials and provides staff development for teachers of United States history, government, international studies, and elementary social studies. Many of their programs feature methods for involving a variety of community resources in the instructional process. CRF programs are designed to reduce delinquent behavior, reduce substance abuse and improve citizenship skills for both English speaking and English as a second language students.

Developmental Studies Center Child Development Project
2000 Embarcadero
Suite 305
Oakland, CA 94606
(510)533-0213
FAX: (510)464-3670

This is an elementary school character education program designed to foster ethical, social, and intellectual development by helping schools to become "caring communities of learners" for all students. The program has been evaluated rigorously and shows positive effects on students' classroom behavior, conflict resolution skills, democratic values, and reading comprehension capacities.

Ethics Resource Center
1120 G Street, NW
Suite 200
Washington, DC 20005
(202)434-8478
FAX: (202)737-2227

Ethics Resource Center produces video-based programs to help teachers develop and reinforce positive values and character traits in students, including *What Should You Do?: Deciding What's Right,* a program for grades 4-6; and *Not For Sale: Ethics in the American Workplace,* which offers students an introduction to the relationship between personal morality, professional responsibility, and business ethics.

Heartwood Institute
12300 Perry Highway
Wexford, PA 15090
(412)934-1777
FAX: (412)934-0050

This institute fosters moral literacy and ethical judgment by providing an anchor for children in universal virtues common to the world's cultures and traditions. Courage, loyalty, justice, respect, hope, honesty and love are presented in quality, read-aloud, multi-cultural stories which touch the heart and develop within the child a strong basis for moral
character and development.

Jefferson Center for Character Education
2700 East Foothill
Suite 202
Pasadena, CA 91107
(818)792-8130
FAX: (818)792-8364

The Jefferson Center develops and provides curricula, programs, and publications that teach core values and ethical decision-making skills that foster good conduct, personal and civic responsibility, academic achievement, and work-force readiness.

Josephson Institute of Ethics
4640 Admiralty Way
Suite 1001
Marina del Ray, CA 90292
(310)306-1868
FAX: (310)827-1864

This institute publishes *Ethics: Easier Said Than Done*, December 1992, issues 19 and 20, focusing on developing moral values in youth. They coordinate the Character Counts Coalition, a long-term, grassroots campaign to combat violence, dishonesty, and irresponsibility through its network of over 30 organizations devoted to the education and training of young people.

National Dropout Prevention Center Network
Clemson University
205 Martin Street
Box 345111
Clemson, South Carolina 29634-5111
(803)656-2599
FAX: (803) 656-0136

The center provides information, action research, and technical assistance in service learning, school restructuring, forming public-private partnerships and an array of drop-out prevention initiatives. They publish an extensive list of materials including brochures, booklets, and research reports. They are networked with a variety of groups and organizations having an interest in helping at risk students.

National Institute for Citizens Education in the Law
711 G Street, SE
Washington, DC 20003
(202)546-6644
FAX: (202) 546-6649

NICEL works with school-based citizenship education and law-related education programs, K-12. They also work with citizenship education programs having a delinquency prevention focus in juvenile justice settings. This organization has produced texts, instructional units and other materials that are used throughout the United States. They have developed a highly successful model for involving law students as resources in high school and middle school law-related classes.

Personal Responsibility Education Process
Network for Educational Development
13157 Olive Spur Road
St. Louis, MO 63141
(314)576-3535
FAX: (314)576-4996

PREP promotes school-business-community partnerships to develop student character, personal responsibility, and achievement. PREP provides over 22 public school districts in greater St. Louis, Mo., with program guidelines, curriculum resources, staff development, and parent training and information on current research, educational practices, and program evaluation.

Phi Alpha Delta Public Service Center
1511 K Street NW, Suite 611
Washington, DC 20005
(202)638-2898
FAX: (202) 638-2898

PAD is a nonprofit fraternal organization that supports civic and law-related education programs. They help generate support for programs and produce publications and other media to encourage involvement by lawyers, judges, and other justice professionals in law-related education.

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